



Washoe County School District

Virginia Palmer

School Performance Plan: A Roadmap to Success

Virginia Palmer 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: Courtney Lean

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School Designations: Title I CSI ATSI

Our SPP was last updated on September 1, 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
Courtney Lean	Principal(s) <i>(required)</i>
Jamie Schocko	Other School Administrator(s) <i>(required)</i>
Theresa Hagerty, Emma Perkins, Mary LaCombe, Tara Wise, Stacey Saulsgiver, Lea Gray, Keli Evans, Anita Lyons, Simone Chambers Walker, Lindsay Trail, Carissa Brucato, Kelly Cochran, Kim Davidson	Teacher(s) <i>(required)</i>
Nidia Gonzalez	Paraprofessional(s) <i>(required)</i>
Sandra Reyes	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

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: [VIRGINIA PALMER ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/accountability-portal)



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
<p>WIDA/ACCESS:</p> <p>We exited 17 students</p> <p>SBAC Growth</p> <p>Continuous ELA growth across school, 33% to 38% to 41%</p> <p>4th grade math proficiency went from 20% to 41%</p> <p>SBAC Proficiency</p> <p>41% of 5th grade students scored at level 2 or higher in math.</p> <p>49% of 5th grade students scored at level 2 or higher in ELA.</p> <p>SBAC Catch Up/Keep Up</p> <p>Mathematics had levels of growth Hispanic</p> <p>We maintained levels equal to 2021 in catch up and keep up</p> <p>5th grade kept up maintained levels in keep up to 2021 data</p> <p>SBAC Claims</p> <p>Overall, 78% of Palmer students scored at, near or above standard. 75% of 5th graders demonstrated at near or above.</p> <p>79% of 5th graders scored at near or above standard in research and Inquiry.</p>	<p>WIDA/ACCESS:</p> <p>Exiting students identified as EL</p> <p>The percentage of students growing on trajectory has decreased because our overall performance has flatlined.</p> <p>0% of students' writing proficiency is bridging or reaching.</p> <p>SBAC Growth</p> <p>Students who are scoring at a level 4 are pushed and maintain that level 4.</p> <p>Hispanic community is showing more growth overall compared to the white community</p> <p>SBAC Proficiency</p> <p>Overall, 42% of Palmer students are at level 1 in ELA.</p> <p>Overall, 48% of Palmer students are at level 1 in Math.</p> <p>SBAC Catch Up/Keep Up</p> <p>Focus on students meeting grade level to continue their growth keep up and getting students below to maintain catch up</p> <p>SBAC Claims</p> <p>Overall, 52% of students scored below standard in writing. In Reading, overall,</p>



<p>Overall, 82% scored at near or above standard in Problem Solving and Modeling Data.</p> <p>SBAC Overall Levels</p> <p>Mathematics levels increased from 2022 to 2023</p> <p>There is overall growth from 2021 to 2023 for students in ELA</p>	<p>46% scored below standard.</p> <p>Overall, 62% of students scored below standard in math Concepts and Procedures.</p> <p>SBAC Overall Levels</p> <p>Language focus for students (EL) scores went down from 2022 to 2023 in both ELA and Mathematics</p> <p>Vocabulary – Academic</p> <p>Reading</p>
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Problem Statement:

In 2023, 29% Of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5. On the Spring MAP assessment in Kindergarten, students were showing growth, however, in 1st-3rd grades the percentage of students at or above grade level was reduced from winter to spring.

Critical Root Causes of the Problem:

Students have large learning gaps, and this is due to several factors. These factors include school closures and exclusions due to COVID guidelines. We have consistently experienced a lack of substitute teachers resulting in larger class sizes and supports being removed to cover classrooms. Beyond this we have lowered our expectations for students because they are entering grade levels lower than they had in the past. Students are falling further and further behind academically and we decreased the exposure to grade level content. We need to instead expose students to grade level content and provide appropriate scaffolds to help students access the content. Moreover, there was a lack of grade level planning during the 22-23 school year resulting in an absence of a guaranteed and viable curriculum.

Student Success



School Goal: By the spring of 2024 we will increase the percentage of students scoring proficient on the SBAC ELA by 3% in grades 3-5. By the spring of 2024, we will increase the percentage of students scoring in the average to high range on the iReady reading assessment by 3% in grades K-2.

Formative Measures:

- *Common formative assessments*
- *iReady diagnostic assessment 3 times a year*
- *Progress on iReady lessons*

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Virginia Palmer ES will implement the MTSS based “What I Need” intervention across all grade levels during designated intervention and enrichment time periods.

Evidence Level: Tier 1 - Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Create a master schedule that includes: 45-minute daily grade level What I Need (WIN) time for interventions and enrichment, one hour PLC during the school day, weekly PLC time on Early Release Wednesday, Stipend one Wednesday a month to allow for an extra hour of PLC focused work, 90-minute ELA block.*
- *Use iReady data to identify learning skill gaps, create small groups, and plan instruction to fill those gaps*

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

Grade level teachers, EL Teachers, Resource Teachers, and TA



- *Create and discuss outcomes of Common Formative Assessments to guide T1 small group instruction and WIN groups.*
- *All PLC time will focus on answering the four critical questions. 1. What is it we want our students to know and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who have demonstrated proficiency?*
- *Create SMART Goals based on Essential Standards that support our SLO.*
- *Work with teachers to set up small group learning schedules that will not interfere with Tier I instruction.*
- *Have PLC teams identify what academic (grade level) success looks like for all students.*
- *Hire one TA to support WIN time.*
- *Continue backward planning*
- *Plan and use intentional activities during WIN and use iReady Teacher toolbox*
- *MTSS*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Budget for Teacher Aide to help with all grade-level WIN times*
- *Title I Stipends for monthly extended PLC time*
- *Pacing Guides and Assessment Calendar*
- *District curriculum · District-identified Essential Standards*
- *Who is responsible for implementing this strategy? Grade level teachers, EL Teachers, Resource Teachers, and TA*

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

- *Implementation Challenge:* Mentoring new staff member(s) to create teacher working relationships. Learning to co-plan and co-teach, and foster PDSA cycle.
- *Potential Solution:* *PLC Agendas and PLC Binders*
- *Implementation Challenge:* Learning to use iReady data and teaching tools to best support student needs.
- *Potential Solution:* iReady training provided by the district. Tap into teachers in the building who are already proficient in analyzing iReady data.



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

- *Title 1 & 21st Century Team Up*

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: Ensuring all students receive language support at a Tier 1 level and a focused intervention for some.
- Support: *Students will be serviced for 30 minutes four days a week to work on the Benchmark curriculum using EL strategies.*

Foster/Homeless:

- Challenge: *Basic needs are not always met.*
- Support: *CIS & Counselor will provide support to students and families to ensure basic needs are met.*

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)



Free and Reduced Lunch:

- Challenge: *Students lack funding resources for basic needs.*
- Support: *Palmer is 100% Free and Reduced Lunch.*

Migrant:

- Challenge: *N/A*
- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Only 28% of students identified as Hispanic are at or above grade level on SBAC.*
- Support: *Track formative data across racial groups to measure if any disparities exist during the intervention.*

Students with IEPs:

- Challenge: *Students with an IEP are below grade level. Only 7% of students identified as having an IEP are at or above grade level on SBAC.*
- Support: *Students will receive push-in and pull-out support. The resource teacher co-plans and co-teaches with grade-level teachers.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<p>Expectations for Success:</p> <p>High expectation set by teachers went up 6%</p> <p>Quality of WCSD up by 11%</p> <p>Overall, we were favorable in all areas</p> <p>Overall staff felt that PLC time was used effectively</p> <p>Most staff feel that SEL is being effectively communicated and</p>	<p>Parent Involvement down by 8%</p> <p>School Safety down 6%</p> <p>Staff motivating students to succeed is down 7%</p> <p>Need to get more people to complete the survey to get a more accurate idea of needs and successes.</p> <p>We need a better method of communicating with parents about the goals that students have set and to provide them with strategies on</p>



<p>implemented.</p> <p>There was an 11% increase in the sense of teamwork among all school staff.</p> <p>Staff feels supported by administration.</p> <p>Staff feels that students and staff talk openly about school issues, it was up 10%.</p>	<p>how they can help their student achieve those goals.</p> <p>Staff does not feel safe in the school. It went down by 13%.</p> <p>Staff felt that not all students had an adult in the building that they felt safe to confide personal problems with, it was down 7%.</p> <p>Staff feeling respected by students was down 6% from last year.</p> <p>Under Work Stress most teachers identify that their stress levels have increased across the board by 19 to 20 %.</p>
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Problem Statement: During the 2022-2023 school year, Palmer strengthened the PLC process by engaging in backward planning and developing exit tickets to help identify students who needed intervention and enrichment. During the 2022-2023 school year, we are re-learning the essential standards because they were changed once again. During the 2022-2023 school year, although we had most parents meet face to face during parent conference, most teachers did not feel that they were successful in communicating student goals and how parents can help to support their child with effective strategies to meeting these goals.

Critical Root Causes of the Problem:

Although our school did an excellent job at creating a plan to teach and evaluate essential stands during the 2021-2022 school year, that was undone somewhat when the district redid the essential standards. Not only did they delete some standards but added several more. This meant that all of the momentum that was gained stopped, and we had to step back from what we had done last year to incorporate the changes made for the 2022-2023 school year. Parents did a wonderful job at coming to meet with teachers for parent teacher conferences. However, many families at our school do not have English spoken as their first language and are living in the lower social economic group which means they may be working multiple jobs. This means that there may have been communication difficulties and or lack of knowledge or time, on the parents' parts, as to what they need to do and or to have the time to do it.

Adult Learning Culture



School Goal: During the 2023-2024 school year, Palmer staff will engage weekly in the PLC process that includes EL and resources to unpack essential standards, analyze common formative assessments, and use data to inform instructional decisions. Instructional decisions include intervention groups, enrichment groups, and small group instruction to increase student achievement by at least 3% in ELA on MAP for grades K-2, and SBAC in grades 3-5.

Formative Measures:

- Grade level SMART Goals, MAP & iReady data, SBAC Data, PLC Meeting Notes

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: *Implement school-wide grade level PLCs on Tuesdays or Thursdays.*

Evidence Level: Tier 1 - Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create a master schedule that includes: 45-minute daily grade level What I Need (WIN) time for interventions and enrichment, one hour PLC during the school day, weekly PLC time on Early Release Wednesday, Stipend one Wednesday a month to allow for an extra hour of PLC focused work, 90-minute ELA block.
- Create PLC notebooks for each grade level inside Teams that contain the 4-step PLC Process Template.
- Creation of a “Glow & Grow” board to highlight grade-level achievement on iReady.
- Use of iReady and common assessments in both ELA & Math to formatively assess Essential Standards and intervene.
- Secure Title I Stipends for monthly extended PLC time.
- Integrate EL and resource more into grade-level collaboration.
- MTSS

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Master Schedule that allows for PLC during the day
- Funds to stipend teachers for extra PLC time

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

Grade level teachers, EL Teachers, Resource Teachers, Learning Facilitator, Principal, and Vice Principal



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

- *Implementation Challenge: Mentoring & retaining new staff member(s). Building teacher working relationships. Learning how to co-plan and co-teach.*
- *Potential Solution: Monthly Early Release focused PLC professional development. Work on building relationships with teachers who will co-plan and co-teach.*

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

- *Title 1 & General*

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: Only 14% of our students identified as EL are at or above grade level on SBAC.*
- *Support: Students will be pulled for 30 minutes four days a week to work on the Benchmark curriculum using EL strategies.*

Foster/Homeless:

- *Challenge: We had 14% test during the 2022 school year. .*
- *Support: CIS & Counselor will provide support to students and families to ensure basic needs are met.*

Free and Reduced Lunch:



- Challenge: *Palmer is 100% Free and reduced lunch. Only 29% of our students in 3rd-5th are at or above grade level on SBAC.*
- Support: *Palmer is 100% Free and reduced lunch*

Migrant:

- Challenge: *N/A*
- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Only 28% of students identified as Hispanic are at or above grade level on SBAC.*
- Support: *Track formative data across racial groups to measure if any disparities exist during an intervention.*

Students with IEPs:

- Challenge: *Students with an IEP are performing below grade level. Only 7% performed at or above grade level on SBAC.*
- Support: *Students will receive push-in or pull-out supports and resource teacher co-plans with grade-level teachers.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<p>Absenteeism 4th and 5th grade has shown improvement over the last three years. Student Survey Bullying went down. Safety is high @ 86%. Parent Survey School communication with parents is our strength. Parents are being informed on student progress. Parents feel their children are getting quality education that meets their needs. Parents feel that staff cares and that their student is being treated fairly no matter race, culture or family.</p>	<p>Absenteeism Getting students to school, decrease absenteeism. Student Survey Working through/ setting goals (such as: finishing tasks) with students. Helping students with preparedness for tests. Providing more support and scaffolding for students with grade level content. Parent Survey Parents aren't feeling confident in their ability to help in their child's schooling. Parents feel their children are not safe on school grounds.</p>



Parents feel activities and teaching styles match their students' style and interest.	Parents are concerned that behavior expectations are not the same for all students. Parents feel that their student does not have a feeling of belonging. Only 54% feel comfortable asking for help from school adults.
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Problem Statement: During the 2022-2023 school year, we declined in absenteeism, although we had many attendance focused activities (mystery word, perfect attendance awards, etc.) but it didn't seem to make an impact. Attendance is beyond our control as the district does not stress or follow through on truancy. We take attendance, chart attendance, incentivize attendance, record stats which inhibit our school report card, but we have no control on site.

Critical Root Causes of the Problem:

In elementary school the responsibility of coming to school falls primarily on the guardians. We need to do a better job of educating families about the importance of school attendance, but our hands are tied as it is not a district policy. The transition from Covid, exclusions, etc. created bad habits and low expectations surrounding the importance of daily/regular attendance.

Connectedness

<p>School Goal: During the 2022-2023 school year we will celebrate two students per teacher for the student of the month grade-level assembly and celebrate student SEL achievement through monthly raffle tickets of the SEL standard focus. This will lead to a 2% increase in students' overall SEL competency according to the 5th-grade student survey.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • <i>Student Climate Survey & Attendance Data</i> 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>
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Improvement Strategy: Implement SEL standards and District Adopted Curriculum (Sanford Harmony) in grades K-5. Use Conscious Discipline in Pre-K along with Frog Street Curriculum.

Evidence Level: Tier 2 - Moderate Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create a calendar of monthly assemblies
- Communication of grade-level assembly times
- Creation of Student of the Month bulletin board
- Creation of monthly SEL raffles with CIS support
- Create a calendar of monthly SEL focus topics
- Create morning announcements that focus on monthly SEL topics
- Include monthly SEL topics in Sunday message to families
- Implementation of Sanford Harmony curriculum & pacing guide school-wide
- Creation and implementation of Counselor Guidance Lessons
- Retain Community in Schools (CIS) professional
- Teachers will post SEL raffle tickets on classroom doors
- Continue to focus and increase focus in the Morning Announcements
- Continue consistent Guidance Lessons K-5
- MTSS

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Sanford Harmony Curriculum
- Counselor
- CIS professional

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

- *Implementation Challenge:* Implementation of new/updated SEL curriculum
- *Potential Solution:* Time is given to teachers to work on the implementation of the curriculum.

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

Grade Level Teachers



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

- *General Budget*

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: Access to academic SEL vocabulary
- Support: Track data around EL status to determine if disparities exist..

Foster/Homeless:

- Challenge: Attendance may not be consistent. Students may be focused on basic needs.
- Support: Track data around CIT status to determine if disparities exist.

Free and Reduced Lunch:



- Challenge: Palmer ES is 100% Free and Reduced Lunch
- Support: All students are eligible for free and reduced lunch.

Migrant:

- Challenge: *N/A*
- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Update during SPP Roadmap Development.*
- Support: Track data around racial/minority status to determine if disparities exist..

Students with IEPs:

- Challenge: *Update during SPP Roadmap Development.*
- Support: Track data around racial/minority status to determine if disparities exist.

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
<i>Back to School Night</i>	<i>8/22/23</i>	<ul style="list-style-type: none"> ● <i>Parents appreciate resources provided by the school and time to spend in classrooms.</i>
<i>Family Literacy Events</i>	<i>Quarterly</i>	<ul style="list-style-type: none"> ●
<i>Coffee & Conversations</i>	<i>Monthly</i>	<ul style="list-style-type: none"> ●



<i>Gingerbread House Event</i>	<i>12/19</i>	•
<i>Math Night</i>	<i>3/19</i>	•
<i>Science Night</i>	<i>5/21</i>	•
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		•