



Washoe County School District

Donner Springs Elementary School

School Performance Plan: A Roadmap to Success

Donner Springs Elementary School 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: Mari Riggs

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School Designations: ☒ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on 9/15/23



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
Mari Riggs	Principal(s) <i>(required)</i>
Dana Morgan	Other School Administrator(s) <i>(required)</i>
Heidi Gourlay, Kim Mathesin, Delphina Martinez, Beth Neuman, Jeni Martinez, Brooke Cherry, Lisa Nolan, Kristin Jones, Stacey Levy, Shelly pool, Lisa Nieberlein	Teacher(s) <i>(required)</i>
Alyson Coffman	Paraprofessional(s) <i>(required)</i>
Itza Villanueva	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Olivia Bailey (Family Engagement)	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 [NV Report Card – Donner Springs](#).



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
<ul style="list-style-type: none">Math – overall increase by 6% on SBAC	<ul style="list-style-type: none">ELA – went down 7% as a whole on SBAC<ul style="list-style-type: none">60% at Level 1
<p>Problem Statement: Our proficiency continued to decline in the area of reading based on SBAC data for the 22-23 school year.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">Missing: vertical alignment of writing, small group instruction, and understanding the science of reading.	

Student Success	
<p>School Goal: During the 2023-2024 school year, in ELA Core Curriculum & Instruction, 3rd – 5th grade students who take the ELA Nevada State CRT (SBAC) will achieve an overall increase in ELA proficiency from 21% to 26% of students above the Meets Standards or Exceeds Standards criteria level score. Students in grades K-3 will show a 5% increase in ELA proficiency (above 40%ile) from the 2022-23 school year as measured by ELA MAP RIT score.</p> <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>



- iReady progress, winter MAP

☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy:

- **Small group instruction (Science of reading)**
 - Word recognition/Language Comprehension
 - Phonics
 - Fluency
 - Comprehension
 - Vocabulary

Evidence Level: Tier 2

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

- Professional Development around Science of Reading
- Observation of other teachers/grade levels (with ongoing support)
- Co-teaching with coaches/admin (with ongoing support)

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

- Decodable Books
- Consistent language for visuals (ex: CER, vocab, etc)

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

- *Implementation Challenge: Finding the time to fit small groups into Tier 1 instruction*

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

**Principal, Assistant Principal,
LF, ELD Coach, Leadership
Committee, teachers**



- *Potential Solution: Providing examples of ELA blocks for each grade level with small group time built in.*

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

- *Title 1 and general budget*

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: Students learning English Language*
- *Support: Front load, vocabulary, ELL Elevations Strategies by individual student integrated into Tier 1 instruction.*

Foster/Homeless:

- *Challenge: Constant movement, constant new environments, building stable relationships*

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: *SEL instruction, friendship groups provided, guidance lessons 2x per month, check-in's if needed*

Free and Reduced Lunch:

- Challenge: Basic needs not being met
- Support: Provide snacks, clothing, hygiene, etc.

Migrant:

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

Racial/Ethnic Groups:

- Challenge: Identifying Cultural Norms, Building stable relationships
- Support: *SEL instruction, friendship groups provided, check-in's if needed, review material during missed instructional time.*

Students with IEPs:

- Challenge: *Staff shortage, lack of curriculum supports*
- Support: *Front load, small group support, interventions, one on one instruction*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">• <i>Tier 3 students were updated quarterly</i>	<ul style="list-style-type: none">• <i>T2 students were only updated at the beginning of the school year.</i>
Problem Statement: Documentation and data collection for students in the Tier system are inconsistent.	



Critical Root Causes of the Problem:

- *Teachers were not trained in updating Infinite Campus and there were only quarterly MTSS meetings previously*

Adult Learning Culture

School Goal: Based on our MTSS meeting data from 22-23, our 23/43 goal is to increase intervention fidelity by monitoring students receiving interventions every 6-8 weeks, utilizing our IC MTSS tab as measured by 85% of students being updated and reviewed quarterly.

Formative Measures:

- *Quarterly checks in BIG and/or IC to make sure students are updated*

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: PLC

Evidence Level: 2-3

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

- *Training on updating IC tab*
- Time in PLC's to discuss and update
- Weekly MTSS meetings by grade level

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

- *Printed directions for updating MTSS tab in IC*
- *Intervention Logs (minutes and attendance)*

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

- *Implementation Challenge: training staff to update IC*
- *Potential Solution: Use PLC and MTSS meeting times to implement.*

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

- *N/A*

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

Principal, Assistant principal, LF, ELD Facilitator, counselor, MTSS leads, teachers

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: Need more instructional time
- Support: Interventions, monitoring, collecting data, Collaborating with Grade level team, Co-planning with ELL facilitator

Foster/Homeless:

- Challenge: Constant movement, constant new environments, building stable relationships
- Support: Interventions, monitoring, collecting data, Collaborating with Grade level team, Collaborating with Counselor

Free and Reduced Lunch:

- Challenge: Basic needs not being met
- Support: Interventions, monitoring, collecting data, Collaborating with Grade level team, support from counselor, Front load, review material during missed instructional time.

Migrant:

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

Racial/Ethnic Groups:

- Challenge: *Identifying Cultural Norms, Building stable relationships*
- Support: *Teachers providing a safe, inclusive environment that celebrates and recognizes diversity. Collaborates with Grade level team, support from counselor if needed*

Students with IEPs:

- Challenge: *staff shortage, lack of curriculum supports and training*
- Support: *Teachers getting trainings as offered, Collaborating with Grade level teams*

Inquiry Area 3 - Connectedness

Connectedness



Areas of Strength	Areas for Growth
<ul style="list-style-type: none">CIT attendance of 90% or less improved by 12%3rd grade percentage of students with attendance below 80% decreased by 5%.	<ul style="list-style-type: none">Chronic absenteeism rates are continuing to increase.26% of students have below 90% attendance (increase of 4% from 21-22).
<p>Problem Statement:</p> <ul style="list-style-type: none">Chronic absenteeism is continuing to increase. <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">Lingering fear from COVID, parents not feeling welcomed into the building, lack of extra-curricular activities/events	

Connectedness	
<p>School Goal:</p> <p>During the 2023-2024 school year absenteeism will decrease in the following categories:</p> <ul style="list-style-type: none">The total number of students approaching chronic absenteeism (over 5%) will decrease by 5%The total number of students experiencing chronic absenteeism (over 10%) will decrease by 3%The total number of students experiencing severely chronic absenteeism (over 20%) will decrease by 1% <p>Formative Measures:</p> <ul style="list-style-type: none">Monthly reports on absences	<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 type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: Family Engagement through SEL

Evidence Level: 2

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

- *Provide opportunities for family voice and engagement*
 - *survey families regarding needs*
 - *PTO monthly meetings*
 - *Provide opportunities for volunteering*
 - *Monthly Coffee Conversations with Admin*
 - *Events dedicated to academics and community building*
 - *Daily connections between schools and families (ex: phone calls home, weekly messages, Coffee Conversations monthly, PTO meetings, 3 events per year dedicated to academics and 3 dedicated to building community)*

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

- *Schedule for communication, PTO meetings, and Coffee Conversations*
- *Parent University to provide information to families*
- *Outreach to community for events (Roller Kingdom, Library, etc.)*

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

- *Implementation Challenge: Getting families to feel comfortable at school.*

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

*Principal, AP, FACE, LF, ELD
Facilitator SSP, Counselor,
attendance clerk, teachers*



- *Potential Solution: Providing as many opportunities for involvement as possible with consistent communication.*

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

- *PTO, General Fund, SAF*

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: Not all students and families speak English.*
- *Support: Scheduling interpreters for events, working with the EL dept. to provide interpretation in native language.*

Foster/Homeless:

- *Challenge: Transportation to and from events*
- *Support: Providing opportunities at school for engagement.*

Free and Reduced Lunch:



- Challenge: *Transportation to and from events*
- Support: *Providing opportunities at school for engagement*

Migrant:

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

Racial/Ethnic Groups:

- Challenge: *Extended absences due to cultural travel.*
- Support: *Communicating with families to ensure they give school ample notice to provide materials to student on what they will be missing.*

Students with IEPs:

- Challenge: *Making up service times due to absences.*
- Support: *Communication with families to express the importance of consistency in attendance to ensure students are getting all the possible supports within the school.*

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>8/29/23</i>	<ul style="list-style-type: none">• <i>Shared Title 1 presentation, able to use new communication device for translating through the EL dept, community resources set-up in the quad was a success.</i>



<i>PTO Metting</i>	<i>9/18/23</i>	<ul style="list-style-type: none">• <i>Shared SPP goals with parents, provided survey for parent needs, scheduled 1st Coffee Conversations for 9/25/23.</i>
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