



Washoe County School District

Natchez Elementary School

School Performance Plan: A Roadmap to Success

Enter school name 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: Jake Chapin

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 9/8/23



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
Jake Chapin	Principal(s) <i>(required)</i>
	Other School Administrator(s) <i>(required)</i>
Lu McCallum, Kate Drennan, Erika Rasche, Michelle Plumb, Marci Brodock, Elizabeth Chapin, Heidi Glaittli	Teacher(s) <i>(required)</i>
Stephanie Hodges, Brenda Burns	Paraprofessional(s) <i>(required)</i>
Larissa Cawelti, Tasheena Mix	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
Pyramid Lake Paiute Tribe	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 http://nevadareportcard.nv.gov/DI/nv/washoe/natchez_elementary/2023



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"> Percentage of students in SBAC ELA Level 1 decreased 15% from 65% in 2022 to 50% in 2023. SBAC math scores, though far under desired result, remained consistent from 22 to 23. ELA Median SGP 58 ELA Catching up 22% while we would like it to be higher moves us into the district average. From the Student Climate Survey Adult Respect 88%, SEL Skills 50% increase to 79%, Student Respect 15% increase to 80% After School Program has over 50% of students Enrolled Added weekly SEL block with Counselor and Communities in Schools 	<ul style="list-style-type: none"> 83% of students are still in SBAC ELA level 1 (50%) or Level 2 (33%) 90% of students scored in Level 1 of Level 2 in SBAC Math Chronic Absenteeism grew 10% Math SGP 24, Catching up 8%
<p>Problem Statement: There is a significant achievement gap between our students performance and district averages. Math and ELA Performance are both of concern.</p> <p>Critical Root Causes of the Problem</p> <p>Causes impacting student performance include: varied ELA instruction within and across grade levels, opportunity for improvement of MTSS process including the implementation of research based interventions and progress monitoring, and lack of Professional Development around research based practices and interventions. Students attendance which was better in 2022 regressed in the 2023 school year.</p>	



Student Success

School Goal: Natchez will improve performance through focus on district identified essential standards. Students will be assessed utilizing the IReady assessment in ELA. 80% of students will meet ELA growth goal as measured Iready diagnostic.

Formative Measures:

- *IReady*
- *Diagnostic Assessments (schoolwide and classroom)*
- *Progress Monitoring*

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

This is good, but the state is asking for a singular strategy, based on your action steps, I would suggest utilizing MTSS which is more of a student centered strategy. MTSS is a level 3 strategy.



Improvement Strategy: Schoolwide focus on effective ELA practice, including standardized grade level practice, whole school intervention, student assessment, and PLC.

Evidence Level: Tier 2-Moderate Evidence

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

- *Students will be formally assessed 3 times per year using LETRS, Phonics First and IReady to determine appropriate intervention placement and strategy.*
- **MTSS** *progress monitoring for EVERY student.*
- *Friday Morning intervention data review meetings for immediate change of service or placement, professional development, fidelity check, and planning.*
- *Focus on daily delivery of Natchez 6 pillars of ELA. Phonemic Awareness-Heggerty, Phonics-Phonics First, Fluency-Big Book of Fluency/Benchmark/Phonics first, Comprehension and Vocabulary-Benchmark, Writing-Step up to Writing Strategies.*
- *Creation of Extracurricular class "Knowledge Strands" to build background knowledge, vocabulary and comprehension- Benchmark*
- *40 Minute ELA intervention block 4 days per week.*
- *50 Minutes ELA IReady mypath per week.*
- *Collaboration with United Way to provide 1.5 staff to specifically provide phonics based intervention each week*
- *Teachers and Instructional Aides are trained in LETRS.*

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

- *Effective Scheduling of the week.*
- *Phonics First resources and professional development.*
- *Access to iReady and professional development.*
- *Literacy Coordinator to organize, plan, assess students and successfully implement ELA improvement strategy.*
- *Observation and feedback of instructional practice to ensure fidelity and provide growth in practice and delivery.*
- *Administration & Learning Facilitator to assist with the PLC process implemented with fidelity and data-driven planning, instruction, and intervention*

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

Update after Strategy Selection

Will need to address, this should be a singular point of contact for the strategy.



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

- *Implementation Challenge: Staffing and fidelity of implementation. This program has a lot of moving parts and absent staff could disrupt the delivery and continuity of service. Natural Disruptions-GT Testing, Field Trips, Assemblies.*
- *Potential Solution: Train multiple staff members as sub instructors in intervention program. Counselor, CIS coordinator, ETS, LF, Principal are potential subs.*

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

- *Title I funding for PLC time outside of the standard work day.*

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:** Natchez has 4 EL students.
- **Support:** During PLC time we will meet to address any specific needs We have an ELD support staff identified to ensure extra supports in the classroom Supporting English academic language during tier 1 instruction with non-linguistic representations. Provide specific directions and information in primary language if English language is a barrier. Progress monitor students English language acquisition and communication skills to ensure we are meeting their individual needs. Utilize PLC time for planning for students who may need language support.

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)



Foster/Homeless:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:

Challenge: 100% of our students are in this category .

Support: The student population at Natchez is 100% Free and Reduced Lunch. Therefore all of our plans target this specific population.

Racial/Ethnic Groups:

- Challenge: *Update during SPP Roadmap Development.*
- Support: Support: 95% of Natchez students are Native American and therefore, this plan targets our minority as the majority population

Students with IEPs:

- Challenge: Making sure to meet the instructional needs and requirements of students in Special Education. .
- Support: Special Education Staff will be an active part of the PLC process and able to provide specially designed guidance. Intervention Schedule providing designated times for supports. Special education teachers collaborate with general education teachers to discuss planning, and student progress. PLC process includes special education department for planning and collaboration around learning and instructional goals

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Teachers voted in support of undertaking a two year commitment to complete the Lexia LETRS training. ● Staff collaboration is a priority in our schedules and budgets. ● Teachers are willing to learn new ideas and open to are an integral component of long term vision of improving ELA instruction. 	<ul style="list-style-type: none"> ● Improving the effectiveness of our delivery of lessons through the use of high-yield instructional strategies. ● Providing schoolwide focused instruction in the Natchez Pillars to meet the needs of our students. ● Supporting our new staff members and novice teachers in accessing professional development already provided to our



- Work Stress score of 90%

- core team that is returning.
- Finding the balance of tier 1 instruction and meeting the needs of students at all levels.

Problem Statement: There has been schoolwide discontinuity from grade to grade and class to class in instructional practice. Staff do not have a common understanding and background knowledge as it relates to ELA instruction.

Critical Root Causes of the Problem:

- Natchez has not had specific and clearly defined expectations as it relates to instructional practice.
- Natchez has in the past not had consistency of staff to build common background knowledge and practice.
- Our students are needing more support than ever to access grade level content and our teachers need additional learning on how to accomplish this. Students also need more support than ever in SEL. Although our common planning is very consistent, the delivery of instruction is not and we are focused on lowering the variability between rooms this year.

Adult Learning Culture

School Goal: 100% of Natchez staff participating in LETRS will complete the year long Volume 1 training with a certificate of mastery.

Formative Measures:

- LETRS performance metrics
- Every Other Early Out dedicated to PLC review of staff development in LETRS Program
- Administrative Observation and Feedback

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: Teachers will participate in LETRS professional development course.

Evidence Level: Tier 3 Promising Evidence

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

- Professional development weekly, LETRS modules.
- Teachers having access to observe model teaching and debrief with LF and administration.
- Weekly LF Meeting
- LF and Administration to provide 1:1 coaching with teachers.
- Walkthrough data collected and shared with staff.
- PLCs will have a plan to meet on Wednesday to review student work, analysis strategies that were successful or unsuccessful, create a re-teach plan and then reassess.
- Every other week early release will be dedicated to LETRS.

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

1. LETRS Professional development
2. Master schedule that provides dedicated time for collaboration and Tier 1 planning.
3. Professional development planned monthly based on staff needs, focusing on high-yield instructional strategies.
4. Pacing and curriculum documents from district resources such as curriculum and instruction.
5. Common formative and summative assessments.

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

- *Implementation Challenge: Time constraints, student behaviors,*
- *Potential Solution: This is a large undertaking that requires considerable amount of time and commitment, with supports in place, teachers will be able to meet the commitments.*

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

None needed for this school year. However we will need to budget accordingly to extend this professional learning into the 2024-2025 school year.

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

Update after Strategy Selection

Will need to address, this should be a singular point of contact for the strategy.



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- not sure these will need to be addressed based on your Adult Strategy, but you can think in terms of how Natchez will support teachers to support student learning here.

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Foster/Homeless:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Migrant:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Parent Survey Results Communication with School up to 99% Supportive Place 98% 	<p>Parent Survey Results-</p> <p>A signifanct percentage of parents expressed some concerns with helping with the following</p> <ul style="list-style-type: none"> Helping their child develop good friendships Making choices about their childs schooling Motivating their child to try hard in school Connecting with other parents Making sure the school meets their childs learning needs
<p>Problem Statement: Natchez needs to increase home and school connectedness to improve student achievement.</p> <p>Critical Root Causes of the Problem:</p> <p>Cultural Disconnect:</p> <ul style="list-style-type: none"> Loss of cultural identity and traditions due to historical trauma. Loss and Grief in the community. Lack of culturally relevant curriculum and teaching methods in schools. <p>Geographical Isolation:</p> <ul style="list-style-type: none"> Remote and rural locations of many Native American communities, making it difficult to access schools and support services. Transportation barriers that hinder school attendance ad parental involvement. <p>Trauma and Mental Health:</p> <ul style="list-style-type: none"> High incidents of grief and loss among the families. 	



- Students have high ACEs scores.

Family Dynamics:

- Family instability, including high rates of single-parent households and alternative care placement (grandparents, extended family etc.).
- Lack of parental involvement in education due to various challenges.

Lack of Community Engagement:

- Limited community involvement in shaping educational policies and practices.

Connectedness

School Goal: Natchez will participate in a formalized Parent Teacher Home Visit program, conducting home visits with over 30% percent of families and will conduct at least 2 school/community events per month

Formative Measures:

- **Parent Teacher Home Visit Data**
- **Parent Feedback and Surveys**

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: Natchez Staff will participate in the training required as part of the Parent Home Teacher Project. Natchez Staff will conduct Parent Home Visits with at least 30% of parents. Natchez will host at minimum 2 school/community connection events per month.

Evidence Level: Tier 2 Moderate Evidence

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

- Learning Facilitator will recruit teachers interested in being trained and participating in the Parent Teacher Home Visit Project. Teachers will enroll in appropriate coursework and complete required classes.
- Teachers and Learning Facilitator will schedule and conduct home visits with over 30% of our families.
- FACE will plan, schedule, advertise 2 school home connection activities per month.

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

- *Participating Staff*

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

- *Implementation Challenge: Scheduling with families to come to their homes.*
- *Potential Solution: Continued community outreach and efforts of good will.*

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

- *Update after Strategy Selection*

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

Update after Strategy Selection

EviSchedul

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- will likely need to address these as they pertain to parents. A good way to think about it is how will you support parents/guardians to support their students.

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Foster/Homeless:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Migrant:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*



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. Will need to update this based on previous and scheduled events, should likely be updated every quarter.

Outreach Activity	Date	Lessons Learned from the School Community
<i>August</i> <i>10 Meet the Teacher</i> <i>16 Booster Meeting</i> <i>September</i> <i>13 Counselor Talk</i> <i>October</i> <i>20—26 Parent Conferences</i> <i>November</i> <i>3 Counselor Talk</i> <i>15 Culture Night</i> <i>December</i> <i>1 Counselor Talk</i> <i>January</i> <i>12 Counselor Talk</i> <i>17 Math Night</i> <i>31 Academic Showcase</i>	<i>Dates are listed on the left.</i>	<i>We are working to find ways to authentically communicate the learning and learning needs to our parents.</i>



<p><i>February</i></p> <p><i>12-16 Spring Conferences</i></p> <p><i>28 Academic Night Writing</i></p> <p><i>March</i></p> <p><i>1 Counselor Talk</i></p> <p><i>13 Academic Night</i></p> <p><i>April</i></p> <p><i>10 Academic Gallery Walk</i></p> <p><i>12 Counselor Talk</i></p> <p><i>May</i></p> <p><i>3 Counselor Talk</i></p> <p><i>Mothers Day Breakfase</i></p> <p><i>June</i></p> <p><i>6Donuts with Dads</i></p> <p><i>Parent Teacher Home Visits throughout the year</i></p>		
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