



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

Natchez Elementary School 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 Jake Chapin for more information.

Principal: Jake Chapin
School Website: <https://www.washoeschools.net/natchez>
Email: jake.chapin@washoeschools.net
Phone: 775-351-1902

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](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	106	77.4%	0%	7.6%	0%	6.6%	0%	8.5%	19.8%	0.9%	100%
District	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	-	36.5	6.4	13.8	36.5	16.6	-	**	**
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2019	School	-	44	12.8	-	31	20.5	-	**	**
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2020	School								**	**
	District								10	32

4 Year ACGR
Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

School Climate Data
Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
School			
District	84.4	86	85.1

	Competence		
School	289	330	331
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
Jake Chapin	Principal(s) <i>(required)</i>
	Other School Leader(s)/Administrator(s) <i>(required)</i>
Deanne Hicks, Lorrena McCallum, , Adriana Tobey	Teacher(s) <i>(required)</i>
Brenda Burns, Lisa Martin, Buddiette Salway	Paraprofessional(s) <i>(required)</i>
<i>Tasheena Mix</i>	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
<i>Pyramid Lake Paiute Tribe</i>	Tribes/Tribal Orgs <i>(if present in community)</i>
<i>Elizabeth Chapin Learning Facilitator, Christine Wong CIS</i>	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	

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
----------------	---------------	----------------------	---------------



Fall Festival, Natchez Elementary School, Outreach Survey	10/28/21 5:30-7:00	37parents	12 parents completed survey Parents are generally satisfied with Natchez Parents would like to increase home school connectedness
---	--------------------	-----------	---



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	<ol style="list-style-type: none"> How are our students performing relative to the rest of the district and state? Students are performing lower on assessments such as SBAC than the rest of the district How does performance vary across student groups? Performance is low amongst all group with approximately 11 percent of students proficient in both ELA and Math and 0% of students in special education proficient on the SBAC last year. We are focusing on individual student proficiencies and growth on essential standards utilizing the district schoolcity common assessments How do student grades and progress monitoring assessment results compare with state assessment results? Grades are slightly higher than state assessment results, this is likely due to the amount of supports present during instruction and assessment that are not present 	<ol style="list-style-type: none"> How are our students performing across SEAD Competencies? Our students and families experience an extreme amount of trauma. Some of which is impossible not to carry with them into the classrooms. We focus on being safe, respectful, and responsible. 	<ol style="list-style-type: none"> What percentage of assignments given to students are grade- appropriate? In the core content areas of ELA and Math all students have the opportunity to engage in grade appropriate assignments, many of our students are not able to fully access them without several layers of scaffolding. What percentage of observed lessons allow students to “do the thinking” on grade-appropriate content. We are working as a school to implement the concepts of what we refer to as the Natchez Way. These are a series of instructional strategies embedded in the instruction of every classroom that are designed to increase the mental lift students are asked to accomplish in the instructions. What percentage of observed lessons showed the majority of students “on task”. Most instruction during walkthrough



	<p>on state assessment results.</p> <p>4. How has school-wide performance on key measures changed over time? There are ups and downs with small sample sizes the results can vary greatly which is why we like to look more at cohort growth than year to year comparisons.</p>		<p>shows students demonstrating on task behavior.</p> <p>4. Do our teachers believe our students can meet grade-level standards? We believe the majority of our teachers believe that students can meet grade level standards however many of them will require instructional scaffolds to access them fully</p> <p>5 What does the make-up of our advanced/ remedial courses look like? Most of our students population falls into tier 2 or tier 3 of the MTSS program requiring them to be provided intervention</p>
Problem Statement	<i>There is a significant achievement gap between our students performance and district averages.</i>		
Critical Root Causes	Causes impacting student performance include: varied ELA instruction within and across grade levels, lack of clearly defined MTSS process including the implementation of research based interventions and progress monitoring, and lack of Professional Development around research based practices and interventions. Students have missed several day of learning due to Covid-19.		

Part B

Student Success	
<p>School Goal: Natchez will improve performance on State Assessment through focus on district identified essential standards. Students will be assessed utilizing the common assessments in Math and ELA given according to the pacing guide provided by the district. 75% of students will be proficient in mastery of identified essential standards as measured</p>	<p>Aligned to Nevada’s STIP Goal: Goal 3</p>



by WCSD assessment on the school city platform.	
Improvement Strategy: Increase teacher capacity to deliver high yield instruction during ELA Block. Evidence Level (1-Strong; 2-Moderate; 3-Promising ; 4-Demonstrates a Rationale): <i>Ex. 4- Demonstrates a Rationale (What Works Clearinghouse puts it as level 3, but our school needs to determine this specific teacher’s effectiveness).</i>	
Intended Outcomes: 75% of students will be proficient in mastery of identified essential standards as measured by WCSD assessment on the school city platform.	
Action Steps: Natchez ES-specific PL on the PLC process - next step in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for PL around backwards design of coherent lesson planning around ELA. This time will allow for embedded PL while teachers work together to learn from each other as they improve lesson quality, effectiveness and student engagement. A learning facilitator will provide instructional support for analyzing data and use of data for designing effective instructional strategies, examining assessment to measure student progress. Staff will also participate in all day instructional planning sessions with school leadership. Sessions will be scheduled throughout school year. <i>Monthly professional development on instructional strategies</i> <i>Classroom Observations and Data Feedback</i> <i>Work with Learning Facilitator</i> <i>Work with District Instructional support</i> <i>Stop. Collaborate and Listen.</i>	
Resources Needed: Administration & Learning Facilitator to assist with the PLC process implemented with fidelity and data-driven planning, instruction, and intervention Professional Learning around the Understanding by Design backwards planning model District support from the Curriculum and Instruction Department for LLI, ELA Curriculum, and 21st Century instructional planning Master Schedule Calendar of meeting dates/observations; completion of novice teacher seminar for new staff. PLC Notes; meeting agendas; summative targets/common formative & summative assessments/rubrics for grading; whole staff PD presentations/resources. Attendance logs for district/school training; hand-outs/resources shared with staff.	

**Challenges to Tackle:**

Staff Participation in professional learning, due to absence, exclusion, etc.
Staff attendance
Peer observations difficult due to lack of coverage/no subs
Ensuring each teacher has all of the curriculum components needed for literacy.

Improvement Strategy: Analyze student work around the identified essential standards to inform next steps

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

Intended Outcomes: Improve student performance through the PLC model.

1. Action Steps:

*Provide coaching through district assessment department for data review during PLC.
Administration join PLC meetings to participate and coach team on PLC model.
Provide staff professional learning on how to participate in a high functioning PLC based on the book, Learning*

Resources Needed:

*Schedule that provides dedicated PLC time for collaboration.
Schedule that includes regular staff professional development opportunities.
Coordinating with assessment department having a district coach participate in PLC meetings.
Teacher's completing district common formative assessments to discuss during PLC meetings.*

Challenges to Tackle:

Moving PLC discussions from planning stages, to reviewing student work and using information to inform instruction.
Following the schedules and not having cancellations or other events become more of a priority.
Training novice staff members on expectations and responsibilities to contribute in PLC meetings.

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

English Learners:

- 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.

Free and Reduced Lunch:



- The student population at Natchez is 100% Free and Reduced Lunch. Therefore all of our plans target this specific population.
- Racial/Ethnic Minorities:
- 95% of Natchez students are Native American and therefore, this plan targets our minority as the majority population.
- Students with IEPs:
- Special education teachers collaborate with general education teachers to discuss planning, and student progress.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<ol style="list-style-type: none"> 1. What are our teachers doing well? Our teachers work hard to make content relevant and are continually collaborating with each other. Working very hard to stay within the pacing guide and to be knowledgeable about the adopted curriculums. Teachers genuinely care about our students and want them to do well. Pacing and planning with their PLC, working hard. Utilizing DuFour 4 questions to guide item analysis work. Working with district assessment dept. Coaches to better understand how to review student work samples and utilize information to adjust instruction. 2. What do our teachers need 	<ol style="list-style-type: none"> 1. What are our administrators doing well? According to our 2021 Insight Data administration showed growth in several areas including seeking feedback, teacher retention, effective leadership, modeling behavior, and commitment/follow through. 2. What do our administrators need support to do better? 2021 Insight Survey data reflects clear articulation of vision and teacher understanding of contribution to school and priorities. Low Scores in modeled lessons and access to content experts. 3 How does our leadership practice data compare with instructional practice and 	<ol style="list-style-type: none"> 1. What systems and structures do we currently have in place to support our continuous improvement efforts? Weekly PLC, Regular staff meetings, personalized professional development. Specials are aligned to provide 4 day per week 40 minute in addition to early release. Site coach provides a variety of instructional supports to both students and teachers. District coaches are collaborating with PLC's regularly (assessment and C&I) 2. How do we know those systems and structures are working? Just implemented a system of data collection need to make it more robust. PLC agendas/logs and



	<p>support to do better? We are always growing in terms of becoming better teachers. Working on real time scaffolds to allow students to access the rigor of grade level curriculum though they may lack some of the foundational skills necessary to access the curriculum on their own. Specifically we are focused on Content and Language objectives, oral language opportunities, visual and print rich environment, systems of accountability for participation and Academic language.</p> <p>3. How does our instructional practice data compare with student performance data? We are working on improving our instructional practice to meet the advanced needs of our struggling learners. Collecting instructional practice data formally, is an area of growth for our team. We continually discuss informal data collection based on walk-throughs and sharing through weekly admin emails. Informally; our instructional practices seem to be effective, however our student performance data is not improving as much as we would</p>	<p>student performance data? Leadership data far exceeds student performance data, though it could be skewed as new Principal was in his first year with the school</p>	<p>documentation of common formative assessment data on Teams, which is viewable by all staff. Feedback from district coaches regarding PLC's level of implementation of strategies they are learning.</p> <p>3. What systems and structures do we have in place to support the collection, analysis, and use of data to inform instruction? Data team, school data collection plan. Every Wednesday teachers bring student work samples for item analysis that was previously determined to be of high rigor. Teams discuss next steps based on data for intervention/extension. Evaluation process with admin is a continuation of this process on a 1:1 basis.</p> <p>4 What systems and supports do we have in place to support collaborative planning and professional learning? Weekly PLC, regular meetings, Learning Facilitator, District resources.</p>
--	--	---	---



	<p>like.</p> <p>Review the Equitable Distribution of Teachers data, where are ineffective, out-of-field, or inexperienced teachers placed and how does this impact student outcomes?</p>		
Problem Statement	<p>There is a balance between the pacing guide and student achievement. How do we keep pace with district directives and make sure our non-proficient students needs are met.</p>		
Critical Root Causes	<p>Causes impacting Teacher performance include: varied ELA and math instruction within and across grade levels vertically, lack of clearly defined MTSS process including the implementation of research based interventions and progress monitoring, and lack of Professional Development around research based practices and interventions. Students have missed several day of learning due to Covid-19.</p>		

Part B

Adult Learning Culture	
<p>School Goal: Natchez will conduct Weekly PLC meetings in which we address Instructional Strategies, Reteach, assessment, and the PD around instructional strategies to move students toward proficiency in district identified essential standards. Practice will be documented in Grade Level PLC Roadmaps.</p>	<p>STIP Connection: Goal 2 and 3</p>
<p>Improvement Strategy: High functioning PLC teams will collaborate to raise student performance.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2-4</p>	
<p>Intended Outcomes: Through the PLC process, student achievement will improve.</p>	
<p>Action Steps:</p> <ol style="list-style-type: none"> 1. PLC's will have a plan to meet on Wednesday's for one hour during early release, to review student work, analysis strategies that were successful or unsuccessful, create a re-teach plan, and re-assessment question. 2. Teachers will re-teach standards based on item analysis and utilize successful instructional strategies discussed during collaboration. 3. PLC's will be supported on this process by administration and site learning facilitator, focusing on Learning by Doing and teh 7 stages 	



of a PLC.

4. Follow district created pacing guide for district approved curriculum with fidelity. Follow aligned curriculum vertically, and with specialist including: EL, SPED, Pre-K, ESP support staff, and the Math department at C&I. - Provide support for teachers, including coaching, modeling, and opportunities to observe successful teachers using the curriculum.

Resources Needed:

1. PLC's will have a plan to meet on Wednesday's for one hour during early release, to review student work, analysis strategies that were successful or unsuccessful, create a re-teach plan, and re-assessment question.
2. Teachers will re-teach standards based on item analysis and utilize successful instructional strategies discussed during collaboration.
3. PLC's will be supported on this process by administration and site learning facilitator, focusing on Learning by Doing and teh 7 stages of a PLC.

Challenges to Tackle:

1. PLC's will have a plan to meet on Wednesday's for one hour during early release, to review student work, analysis strategies that were successful or unsuccessful, create a re-teach plan, and re-assessment question.
2. Teachers will re-teach standards based on item analysis and utilize successful instructional strategies discussed during collaboration.
3. PLC's will be supported on this process by administration and site learning facilitator, focusing on Learning by Doing and teh 7 stages of a PLC.

Improvement Strategy: Professional development in Natchez Identified instructional Strategies

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

Intended Outcomes: Student performance will increase as a result of increased teacher efficacy.

Action Steps:

Professional development around Natchez identified instructional strategies as defined in the school document "The Natchez Way"
Scheduled walkthroughs and observations for timely and productive feedback.
Scheduled meeting time to discuss implementation, challenges, and share effective strategies.

Resources Needed:

Time for monthly meetings.
Researched based strategies to guide practice.
Schedule of time for dedicated

Challenges to Tackle:



Teachers implementing the professional learning in their class rooms
Aligning professional to curriculum to connect initiatives strategically.

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

English Learners:

- 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.

Free and Reduced Lunch:

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

Racial/Ethnic Minorities:

- 95% of Natchez students are Native American and therefore, this plan targets our minority as the majority population.

Students with IEPs:

- Special education teachers collaborate with general education teachers to discuss planning, and student progress.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<ol style="list-style-type: none"> 1. What do students feel we are doing well? According to our Climate Survey Adult Respect was up 31% to 86% Bullying was up 34% to 83% 2. How are students being included in our school community? Students are a part of everything we do. Student attendance and birthdays are recognized daily, over 30% of students participate in the afterschool program. Students 	<ol style="list-style-type: none"> 1. What do staff feel we are doing well? Staff ranked Learning Environment, Leadership, Evaluation, and Family and Community engagement as our highest ranking domains. PLC's. Communication with parents. Teachers collaborate with resources on campus to support students (teachers speak to counselors, etc). Relationship building with students via SEL. Teachers are attentive to family 	<ol style="list-style-type: none"> 1. What do staff feel we are doing well? Staff ranked Learning Environment, Leadership, Evaluation, and Family and Community engagement as our highest ranking domains. PLC's. Communication with parents. Teachers collaborate with resources on campus to support students (teachers speak to counselors, etc). Relationship building with students via SEL. Teachers are attentive to family



	<p>participate in Semester rewards. Students participate in monthly reward programs, and weekly PBIS programs. We are beginning to bring the community in to teach students about their culture and their community.</p>	<p>needs beyond classroom. Connecting families with resources.</p> <p>2. How are staff being included in our school community? We had 99% participation in parent conferences. Staff are invited to community events which have slowed with the pandemic but we hope pick up soon. Staff utilizes technology to communicate with parents. Zoom, Class dojo etc.</p>	<p>needs beyond classroom. Connecting families with resources.</p> <p>2. How are staff being included in our school community? We had 99% participation in parent conferences. Staff are invited to community events which have slowed with the pandemic but we hope pick up soon. Staff utilizes technology to communicate with parents. Zoom, Class dojo etc.</p>
Problem Statement	Natchez needs to increase home and school connectedness to improve student achievement.		
Critical Root Causes	<p><i>Pandemic has caused a disconnect between school and home</i></p> <p><i>Technology Barriers with many of our elderly caregivers</i></p> <p><i>The majority of our students identify someone other than the traditional parent as their primary caregiver.</i></p>		

Part B

Connectedness	
<p>School Goal: Natchez will participate in a formalized Parent Teacher Home Visit program, conducting home visits with over 25% percent of families</p>	<p>STIP Connection: Goal 6</p>
<p>Improvement Strategy: Teachers and Learning Facilitator will participate in the training required as part of the Parent Home Teacher Project.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	
<p>Intended Outcomes: Staff will develop skills to successfully schedule, conduct and participate in effective Parent home visits.</p>	
<p>Action Steps: Learning Facilitator will recruit teachers interested in being trained and participating in the Parent Teacher Home Visit Project</p>	



Interested teachers will enroll in appropriate coursework and complete required classes.
Teachers and Learning Facilitator will schedule and conduct home visits with over 25% of our families.

Resources Needed:

Interested Staff
PTVHP course
Scheduling to meet parents

Challenges to Tackle:

Overcoming disconnect from school to home as a result of pandemic era.
Mitigating risk while visiting homes by following proper social distance and masking requirements.

Improvement Strategy: Based on the needs assessment data Natchez recognize the necessity of a predictable, safe, and calm learning environment to meet these goals. Thus, the school community will specifically address creating and promoting a positive safe learning environment through SEL, positive relationships will ALL school community members, and addressing chronic absenteeism. Partnering with families to support student success is acknowledged as a critical variable in this goal.

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

Intended Outcomes: Staff, Students, and Community will learn more about each other and the important roles each play in student achievement. Working relations ships between families and school will be strengthened. Families and students will feel more positive about school increasing attendance and the schools ability to support the Natchez Families.

Action Steps: Staff will spend PL time developing deeper understanding around SEL and the PBIS structure to provide positive classroom supports around behaviors. Decreasing time spend on behaviors will allow students to spend more instructional time actively engaged in learning. Promoting and incentivizing students attending school and developing systems of support and accountability for families to ensure students are attending school more frequently. Continue to provide CIS services to at risk students and their families. CIS will connect families to mental, physical and basic needs services. Administrator participating in Tribal Council Meetings to provide school to community connection of the progress toward Natchez ES progress to goals and objectives. Providing certified and classified staff with incentives for student achievement and growth.

Resources Needed:

MTSS/SEL Department PL Adult SEL and school-wide implementation of SEL
Natchez ES PBIS Cohort Team will continue to participate in District PL throughout the year and bring instruction and learning back to staff at school
CIS and counselor will provide school-wide and individual attendance interventions and incentives - Parent and Tribal Council Member



<p>participation of the PBIS/SEL team.</p> <p>Other resources for students such as contract with Future Smiles - Attendance focus for CIS in collaboration with counselor. Administrator participation in Tribal Council Meetings</p> <p>Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment based on Classroom Environment Look-fors on Walk-through Form, by increasing the number of observable Teacher and Student SEL practices and positive engagement. Improvement on the staff, student and parent climate survey in the areas of SEL.</p>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • <i>Insert during Event 5</i>
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners:</p> <ul style="list-style-type: none"> • 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. <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> • The student population at Natchez is 100% Free and Reduced Lunch. Therefore all of our plans target this specific population. <p>Racial/Ethnic Minorities: <i>Ex. Track formative data across racial groups to measure if any disparities exist during intervention.</i></p> <ul style="list-style-type: none"> • 95% of Natchez students are Native American and therefore, this plan targets our minority as the majority population. <p>Students with IEPs:</p> <ul style="list-style-type: none"> • Special education teachers collaborate with general education teachers to discuss planning, and student progress.

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)
General Budget	\$6,839	General School Resources for day to day operation	
Title IA School Improvement	\$181.351	TNTP, Staffing, Professional Support, Training, Library Books, Resources to support student learning	1, 2, 3



21 st Century	\$145,000	Staffing for afterschool program	1
Title 1a			
Energy Savings	\$5,500	Future School Communication	1, 3