

## Washoe County School District

# Natchez Elementary School

### School Performance Plan: A Roadmap to Success

*Natchez 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:** Jake Chapin

**School Website:** <https://www.washoeschools.net/natchez>

**Email:** [jake.chapin@washoeschools.net](mailto:jake.chapin@washoeschools.net)

**Phone:** 775-351-1902

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on October 16, 2022*

## 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	<b>Principal(s)</b> <i>(required)</i>
Click here to enter text.	<b>Other School Administrator(s)</b> <i>(required)</i>
Kate Drennan, Melina Korican, Lu McCallum, Erika Rasche, Heidi Glaittli, Liz Chapin	<b>Teacher(s)</b> <i>(required)</i>
Brenda Burns, Lisa Martin	<b>Paraprofessional(s)</b> <i>(required)</i>
Larissa Cawelti, Tasheena Mix	<b>Parent(s)</b> <i>(required)</i>
Click here to enter text.	<b>Student(s)</b> <i>(required for secondary schools)</i>
Pyramid Lake Paiute Tribe	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Click here to enter text.	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

## 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>. There is a significant achievement gap between our students performance and district averages. [gov/DI/nv/washoe/natchez\\_elementary/2022/nspf/](http://nv.washoe/natchez_elementary/2022/nspf/)*



# 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"> <li>Chronic Absenteeism rate reduced to 10.9% where the district average is 14.2%</li> <li>Math growth Indicator was 40% in line with the District Median of 40%</li> <li>Growth in SEL competencies</li> <li>Students report decreased bullying in Student Survey and increased Adult Support</li> <li>Afterschool program has over 50% of school enrolled</li> <li>Communitis in Schools maintains a food and clothes bank for students and families in need</li> <li>Participation in Academic Measures was at or near 100% in all grades</li> </ul>	<ul style="list-style-type: none"> <li>ELA Growth Indicator 28% with a district rate or 46%</li> <li>Working on planning and instructional strategies to meet the needs of students.</li> <li>Working on building teacher capacity with quality professional learning.</li> </ul>
<p><b>Problem Statement:</b> <i>There is a significant achievement gap between our students performance and district averages.</i></p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	

## Student Success



**School Goal:** Natchez will improve performance through focus on district identified essential standards. Students will be assessed utilizing the MAP assessment in ELA given according to the pacing guide provided by the district. 80% of students will meet ELA growth goals.

**Formative Measures:**

- MAP Assessment
- Diagnostic Assessments
- Progress monitoring data
- School City Assessment

**Aligned to Nevada's STIP**

**Goal:**

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

**Improvement Strategy:** : Increase teacher capacity to deliver high yield instruction tier one instruction of ELA block through systematic PLC process and specially designed professional development.

**Evidence Level:** Tier 2 - Moderate Evidence

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

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 and Data Coach 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.

*Monthly professional development on instructional strategies*

*Classroom Observations and Data Feedback*

*Work with Learning Facilitator/Data Coach*

*Work with District Instructional support*

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

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

**Administration and Instructional Staff**



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

- *Implementation Challenge:* 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
- *Potential Solution:* Update during SPP Roadmap Development.

**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

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* We have 2 Students in EL
- *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.

**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.

**Migrant:**

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

**Racial/Ethnic Groups:**

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

Add other student groups as needed.

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

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Classroom materials and curriculum are aligned.</li> <li>• Teachers are willing to learn new ideas and open to he long term vision of improving delivery of instrucion</li> <li>• Staff planning and collaboration is a priority in scheduling.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding the balance of tier 1 instruction and meeting the needs of students at all levels.</li> <li>• Improving the effectiveness of the delivery of our lessons through the use of high yield instrucional strategies and quality professional learning.</li> </ul>



**Problem Statement:** 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.

**Critical Root Causes of the Problem:**

- 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.

**Adult Learning Culture**

**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.

**Formative Measures:** Walk-through observation data, Roadmap Review, Student Monitoring Data

- Update after *School Data Dive*.

**Aligned to Nevada’s STIP**

**Goal:**

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

**Improvement Strategy:** High functioning PLC teams will collaborate to raise student performance

**Evidence Level:** Tier 3 - Promising Evidence

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

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.
- 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.

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

**Administration and Instructional Staff**



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

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.
  - PLC's will be supported on this process by administration and site learning facilitator and Data Coach.

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

- *Implementation Challenge:* 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. Teachers will re-teach standards based on item analysis and utilize successful instructional strategies discussed during collaboration. PLC's will be supported on this process by administration and site learning facilitator, focusing on Learning by Doing and the 7 stages of a PLC.
- *Potential Solution:* Update during SPP Roadmap Development.

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

- NA

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* We have multiple bilingual staff members to assist with language needs as necessary with our 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.





**Foster/Homeless:**

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

**Free and Reduced Lunch:**

- *Challenge:* Update during SPP Roadmap Development t.
- *Support:* The student population at Natchez is 100% Free and Reduced Lunch. Therefore all of our plans target this specific population.

**Migrant:**

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

**Racial/Ethnic Groups:**

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

**Students with IEPs:**

- *Challenge:* Natchez needs to increase home and school connectedness to improve student achievement.
- *Support:* Special Education staff will be active participants in our home visit program.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* · Special education teachers collaborate with general education teachers to discuss planning, and student progress.

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Parent Survey Results</li> <li>• Communication with School up</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Survey Results-A signifanct percentage of parents expressed some concerns with helping with the following</li> <li>• Helping their child develop good friendships</li> <li>• Making choices about their childs schooling</li> <li>• Motivating their child to try hard in school</li> <li>• Connecting with other parents</li> <li>• Making sure the school meets their childs learning needs</li> </ul>



- Helping their child deal with their emotions appropriately.

**Problem Statement:** Natchez needs to increase home and school connectedness to improve student achievement.

**Critical Root Causes of the Problem:**

- There still exists historical trauma with the community and the relationships with school that need care and attention each year. *Pandemic has caused a disconnect between school and home Technology Barriers with many of our elderly caregivers The majority of our students identify someone other than the traditional parent as their primary caregiver.*

**Connectedness**

**School Goal:** Natchez will participate in a formalized Parent Teacher Home Visit program, conducting home visits with over 25% percent of families

**Formative Measures:**

- Reporting to Washoe County School District Parent Teacher Home Visit Program

**Aligned to Nevada’s STIP**

**Goal:**

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

**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 25% of parents.

**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

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

Interested Staff

PTVHP course Scheduling to meet parents

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

- *Implementation Challenge: Overcoming disconnect from school to home as a result of pandemic*

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

**Administration and Instructional Staff**



era. Mitigating risk while visiting homes by following proper social distance and masking requirements. We have several new staff members that do not have the same community connections as staff in the past just by virtue of being new to the community.

- *Potential Solution:* Update during SPP Roadmap Development.

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

- Parent Teacher Home Visit Program

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

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

**Foster/Homeless:**

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

**Free and Reduced Lunch:**

- *Challenge:* Update during SPP Roadmap Development t.
- *Support:* · The student population at Natchez is 100% Free and Reduced Lunch. Therefore all of our plans target this specific population.



**Migrant:**

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- *Challenge:* Update during SPP Roadmap Development.
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**Students with IEPs:**

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* · Special education teachers collaborate with general education teachers to discuss planning, and student progress.

Add other student groups as needed.

- *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.*

Outreach Activity	Date	Lessons Learned from the School Community
Natchez Back To School Night	8/15/2022	<ul style="list-style-type: none"> <li>• Add lessons learned after each outreach event.</li> </ul>
Natchez 50 <sup>th</sup> Birthday	8/15/2022	<ul style="list-style-type: none"> <li>• Add lessons learned after each outreach event.</li> </ul>
Natchez Stem Night	9/22/2022	<ul style="list-style-type: none"> <li>• Add lessons learned after each outreach event.</li> </ul>
Narchez Fall Fest	10/27/2022	<ul style="list-style-type: none"> <li>• Add lessons learned after each outreach event.</li> </ul>



Operation School Bell	10/13/20 22	<ul style="list-style-type: none"><li>• Add lessons learned after each outreach event.</li></ul>
Christmas Concert	12/22/20 22	<ul style="list-style-type: none"><li>• Add lessons learned after each outreach event.</li></ul>