

Washoe County School District

Kate Smith Elementary School

School Performance Plan: A Roadmap to Success

Kate Smith 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: Stulock, Amanda

School Website: <https://www.washoeschools.net/katesmithx>

Email: astulock@washoeschools.net

Phone: 775-353-5720

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 10, 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
Stulock, Amanda	Principal(s) <i>(required)</i>
Frydman, Lauren	Other School Administrator(s) <i>(required)</i>
Almazan, Yareth; Moses, Olivia; Flynn, Sarah; Czwerwinsky, Mary; Martinez, Morgan; Gomez, Tyler; Sobota, Tyler; Tilton, Megan	Teacher(s) <i>(required)</i>
Caudell, Charity; Grant, Marianna	Paraprofessional(s) <i>(required)</i>
Lykes, Sofia	Parent(s) <i>(required)</i>
Click here to enter text.	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Click here to enter text.	Specialized Instructional Support Personnel <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 [NSPF Report for KATE SMITH ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](https://nvaaccountability.com/NSPF-Report-for-KATE-SMITH-ELEMENTARY)



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"> Academic growth on state summative assessments. 5% growth in ELA proficiency from 20-21 school year. 30% proficiency in 20-21 to 35% proficiency in 21-22. Number of students exiting from needing EL services. Higher academic scores in the areas of reading and science compared to pre-Covid. 	<ul style="list-style-type: none"> Number of students who are proficient (levels three and four) in the areas of math, reading, science of state summative assessments compared to WCSD. Grades 3-5 Number of students who are at the 40th percentile for reading and math on the MAP assesment. Grades K-3
<p>Problem Statement: 35% of Kate Smith students met or exceeded SBAC in ELA compared to 46% of WCSD students.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Lack of Tier 1 grade level instruction Absenteeism Lack of foundational skills Transiency 	

Student Success	
<p>School Goal: Kate Smith will improve student achievement in ELA as measured by student growth in alignment with the WCSD Performance Framework and the Nevada School Performance Framework (NSPF). We will ensure that all students have access to high quality Tier 1 instruction focused on grade level language arts and mathematical skills. Due to the many implications of COVID-19, Kate Smith was unable to complete the 2021-2022 school year in a traditional manner which directly impacted achievement levels for our student population. We expect to grow 5% of students meeting the proficiency threshold based formative common assessments and SBAC in ELA.</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> <p><input type="checkbox"/> STIP Goal 5</p>



Formative Measures:

- Weekly grade level Common Formative Assessments that focus on grade level standards.
- Continued Weekly PLCs that focus on data and student achievement.
- Continued ongoing discussions and planning around Tier 1 instruction for ALL students.

Improvement Strategy: Consistent Tier 1 Literacy Instruction provided at all grade levels, including guided reading strategies, intervention blocks, and skills identification based on student needs and gaps with Learning Facilitator, EL teacher, Special Education teacher and Interventionist support. Focus on interventions and enrichments through common assessment data with Learning Facilitator, EL teacher Special Education teacher and Interventionist support.

Evidence Level: Tier 1 - Strong Evidence

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

- *Kate Smith will meet in grade levels each week throughout the school year. Additional meetings will be scheduled based on the school calendar. Our first PLC will establish guidelines and create non-negotiables with the intention to create a culture of collaboration and student success. Each PLC group will discuss essential questions, data, standards, and curriculum. PLCs will share and discuss best practices to determine best possible pathways to student success. Professional Development focusing on integration, grade level vertical alignment and essential standards alignment. Data driven and differentiated instruction providing additional support to targeted students through interventions. Student results will be discussed in PLCs using the Plan, Do, Study, Act model and measured by student growth on the above-mentioned assessments.*

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

- ELA Curriculum- Benchmark
- Staff
- TEAM UP tutoring
- Reading A-Z online support
- Aimsweb+ progress monitoring
- Real world application
- NVACS standards for ELA
- Curriculum plans for yearlong implementation of PBL projects, presentations, and engineering projects

Lead: *Who is responsible for implementing this strategy?*
Administration, Learning Facilitator, Classroom Teachers, EL teacher, Special Education Teacher, Interventionist



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

- *Implementation Challenge:* Time, Staffing, Student Attendance, PLC support
- *Potential Solution:* Use of entire PLC team (Learning Facilitator, EL Teacher, Interventionist, Special Education Teacher) to focus support on specific grade level needs.

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

- General Funds
- Title 1 Funds
- 21st Century Team Up Funds

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:* Number of students at Kate Smith needing EL support.
- *Support:* Continued use of ELlevation Strategies at Tier 1 instruction. Continued co-teaching at Tier 1 to ensure students are exposed to all grade level content.

Foster/Homeless:

- *Challenge:* Consistency for these students both at home and school.
- *Support:* Use of PBIS/SEL for all students and relationship building. Trauma aware practices are used by all staff members.

Free and Reduced Lunch:

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

Migrant:

- *Challenge:* N/A



- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Identifying cultural norms, Building stable relationships.
- *Support:* Use of PBIS/SEL for all students and relationship building. Fidelity to Tier 1 instructional curriculum provided by WCSD.

Students with IEPs:

- *Challenge:* Balancing the students' individual IEP goals with grade level Tier 1 instruction.
- *Support:* Special Education support during Tier 1 instruction and also works with students 1:1 on individual goals as needed.

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"> • Academic growth on state summative assessments. • 2% growth in Math proficiency from 20-21 school year. 28% proficiency in 20-21 to 30% proficiency in 21-22. • Number of students exiting from needing EL services. • Use of weekly PLCs and the plan, do, study, act model to support student achievement and growth. 	<ul style="list-style-type: none"> • Number of students who are proficient (levels three and four) in the areas of math, reading, science of state summative assessments compared to WCSD. Grades 3-5 • Number of students who are at the 40th percentile for reading and math on the MAP assesment. Grades K-3
<p>Problem Statement: In Math, 30% of students at Kate Smith met or exceeded on SBAC, compared to 40% of WCSD.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of foundational skills • Lack of vertical alignment across all grade levels • Transiency • Absenteeism 	

Adult Learning Culture



School Goal: Kate Smith will create and maintain authentic PLCs with the intention of building a collaborative culture focused on improving instruction to support student learning. Through this process, we expect to see student growth and achievement increase in all academic areas, improved student engagement, OR declines in disciplinary referrals, OR declines in student absenteeism. We expect to grow 5% of students meeting the proficiency threshold based formative common assessments and SBAC in Math.

Formative Measures:

- Weekly grade level Common Formative Assessments that focus on grade level standards.
- Continued Weekly PLCs that focus on data and student achievement.
- Continued ongoing discussions and planning around Tier 1 instruction for ALL students.

Aligned to Nevada's STIP

Goal:

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

Improvement Strategy: PLCs with grade level teams, Administration, Learning Facilitator, Special Education Teacher, EL teacher, and Interventionist. Consistent Tier 1 Math Instruction provided at all grade levels, including guided math strategies, intervention blocks, and skills identification based on student needs and gaps. Planning and development time for staff to meet and discuss essential standards, expectations and learning strategies.

Evidence Level: Tier 1 - Strong Evidence

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

- *Kate Smith will meet in grade levels each week throughout the school year. Additional meetings will be scheduled based on the school calendar. Our first PLC will establish guidelines and create non-negotiables with the intention to create a culture of collaboration and student success. Each PLC group will discuss essential questions, data, standards, and curriculum. PLCs will share and discuss best practices to determine best possible pathways to student success. Professional Development focusing on integration, grade level vertical alignment and essential standards alignment. Data driven and differentiated instruction providing additional support to targeted students through interventions. Student results will be discussed in PLCs using the Plan, Do, Study, Act model and measured by student growth on the above-mentioned assessments.*

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

- Math Curriculum- Bridges and Envision
- Staff
- TEAM UP tutoring

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

Administration, Learning Facilitator, Classroom Teachers, EL teacher, Special Education Teacher, Interventionist



- Dreambox online support
- Aimsweb+ progress monitoring
- Real world application
- NVACS standards for Math
- Curriculum plans for yearlong implementation of PBL projects, presentations, and engineering projects

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

- *Implementation Challenge:* Time, Staffing, Student Attendance, PLC support
- *Potential Solution:* Use of entire PLC team (Learning Facilitator, EL Teacher, Interventionist, Special Education Teacher) to focus support on specific grade level needs.

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

- General Funds
- Title 1 Funds
- 21st Century Team Up Funds

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:* Number of students at Kate Smith needing EL support.
- *Support:* Continued use of the plan, do, study, act model at PLCs with a focus on student growth. Continued co-teaching at Tier 1 to ensure students are exposed to all grade level content.

Foster/Homeless:

- *Challenge:* Consistency for these students both at home and school.
- *Support:* Use of PBIS/SEL for all students and relationship building. One PLC a month will focus on the MTSS process and supporting teachers with goals and resources. Trauma aware practices are used by all staff members.

Free and Reduced Lunch:

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



Migrant:

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

Racial/Ethnic Groups:

- *Challenge:* Identifying cultural norms, Building stable relationships.
- *Support:* Use of PBIS/SEL for all students and relationship building. Fidelity to Tier 1 instructional curriculum provided by WCSD.

Students with IEPs:

- *Challenge:* Balancing the students' individual IEP goals with grade level Tier 1 instruction.
- *Support:* Special Education support during Tier 1 instruction and also works with students 1:1 on individual goals as needed. Special Education teacher will use PLCs to help plan with classroom teachers.

Add other student groups as needed.

- *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"> • Relationship Building • Use of trauma informed practices • Use of PBIS schoolwide • Use of SEL strategies school wide 	<ul style="list-style-type: none"> • Continued need for family engagement • Continued growth around students attending school – we want to see a decrease in our student absenteesim.
<p>Problem Statement: Kate Smith is focused on not only supporting the academic growth of all students, but also the social and emotional needs of all students.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Absenteeism, transiency, lack of family engagement, lack of consistent SEL instruction 	

Connectedness



School Goal: School Goal: The percent of students indicating "easy and/or very easy" will increase by 10% in all areas of the Social Emotional Skills section of the Student Climate Survey. The percent of students indicating "agree and/or strongly agree" will increase by 10% in the areas of "Student Connectedness", "Student Engagement" and "Student Participation".

Formative Measures:

- Use of the Kindness grant survey to formatively assess students SEL skills before taking the climate survey.

Aligned to Nevada's STIP

Goal:

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

Improvement Strategy: Based on the WCSD strategic plan all student will have a safe, secure, supportive and welcoming environment, we believe that consistent SEL curriculum and strategic alignment of PBIS school-wide will work to ensure this for all students.

Evidence Level: Tier 3 - Promising Evidence

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

- The following will be discussed in PLCs and PD given to staff in the following areas:
- Refinement of PBIS lesson plans
- Staff training/reteach on school wide expectations (ROARS)
- Analysis of school wide PBIS implementation and school wide data
- Completion of school wide Universal Screener
- Clearly defined Tier 2 and Tier 3 behavior supports
- SEL curriculum will be implemented school wide
- Counselor will provide guidance lessons in classroom on a monthly basis
- Data collected from Universal Screener to help identify students in need of support

What resources do you need to implement this improvement strategy?

- *PBIS Team (Principal, Counselor, Teachers)*
- *-NVPBIS*
- *-Sandford Harmony Curriculum*
- *-Read Aloud books*
- *-MTSS team*
- *-Counselor*
- *-Team Up to offer additional supports to students*
- *-Staff to mentor students*

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

School Administration, School Counselor, Special Education Teacher, Learning Facilitator will lead all staff members to be responsible for implementing this strategy.



- *-Three Signature Practices*

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

- *Implementation Challenge: Parent Involvement, Changing Staff, Student Engagement*
- *Potential Solution: Parent Engagement Committee, Monthly PLC focus on MTSS*

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

- General Funds
- Title 1 Funds
- 21st Century Team Up Funds

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?*

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- *Support:* N/A

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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
Meet the Teacher/Back to School Night	8/12/2022	<ul style="list-style-type: none"> • Shared common vision/goals for 2022-2023 school year
Title 1 Parent Meeting	8/12/2022	<ul style="list-style-type: none"> • Shared common vision/goals for 2022-2023 school year