



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: Amanda Stulock

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

Email: astulock@washoeschools.net

Phone: 775-353-5720

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

Our SPP was last updated on September 25, 2023



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
Amanda Stulock	Principal(s) <i>(required)</i>
Sarah Flynn	Other School Administrator(s) <i>(required)</i>
Elizabeth McCauley, Sofia Lykes, Mary Czerwinsky, Tyler Sobota, Lauren Frydman, Morgan Martinez, Tyler Gomez	Teacher(s) <i>(required)</i>
Charity Caudell, Marianna Grant	Paraprofessional(s) <i>(required)</i>
Amanda Czerwinsky	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	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 [NSPF Report for KATE SMITH ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](https://nv.gov/nv-accountability-portal/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">Math Proficiency Growth from 29% to 32%.ELA Keeping Up Growth from 65% to 75%Math Median SGP Growth from 52 to 74.Math Keeping Up Growth from 67% to 72%26% of students proficient in Science compared to the district average of 23% of students proficient in Science.	<ul style="list-style-type: none">Number of students who are proficient (levels three and four) in the areas of Math, ELA, and Science on State Summative assessments compared to WCSD average. Grades 3-5Percentage of students Catching Up in both ELA and MathNumber of students who are at the 40th percentile for Reading and Math on the MAP assessment. Grades K-3
<p>Problem Statement: 35% of Kate Smith students met or exceeded SBAC proficiency in ELA compared to 43% of WCSD students. 32% of Kate Smith students met or exceeded SBAC proficiency in Math compared to 39% of WCSD students.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">Lack of foundational skills – In both ELA and MathLack of strong Tier 1 InstructionLack of vertical alignment across all grade levelsTransiencyAbsenteeism	

Student Success	
<p>School Goal: Kate Smith will improve student achievement in ELA and Math 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</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p>



on grade level language arts and mathematical skills. We expect to grow 5% of students meeting the proficiency threshold based formative common assessments and SBAC in ELA and 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.
- Co-teaching and co-planning for Tier 1 instruction.

- ☒ STIP Goal 3 ☐ STIP Goal 4
☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: . I-Ready (level 3)

Evidence Level: Tier 3 - Promising 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 of creating 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 the best possible pathways to student success. I-Ready data will be used to plan for individual success using the diagnostic assessment, individual student learning, and learning pathways. Professional Development focusing on integration, foundational skills in both ELA and Math, grade level vertical alignment, and essential standards alignment. Data driven and differentiated instruction at Tier 1 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
- Math Curriculum- Bridges and Envision
- Staff
- TEAM UP tutoring
- I-Ready Assessments, Data and Student Learning Data in both ELA and Math

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



- Aimsweb+ progress monitoring (for 10% of students)
- Real world application
- NVACS standards for ELA and 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, Tier 1 Support
- Potential Solution: Use of entire PLC team (Dean, EL Teacher, Interventionist, Special Education Teacher) to focus support on specific grade level needs. RPDP support and professional development for Tier 1 instruction, co-teaching and co-planning.

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

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: 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.

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)

**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 working with students 1:1 on individual goals as needed.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">● Continued weekly PLCs with focus on student data● MTSS processes that triangulates data● Continued use of the Plan, Do, Study, Act cycle● Continued professional development with a focus on integration and grade level vertical alignment	<ul style="list-style-type: none">● Vertical alignment in the areas of Writing (ELA) and Concepts and Procedures (Math)● Continued focus on Tier 1 instruction for all students● Focus on students who need to “Catch Up” in both ELA and Math.
<p>Problem Statement: Kate Smith dropped 27 percentage points in the area of ELA and 3 percentage points in the area of Math for students who are making enough growth on the SBAC assessment to “Catch Up” to their peers.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">● Lack of foundational skills – In both ELA and Math● Lack of strong Tier 1 Instruction● 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 at all Tiers, with a focus on Tier 1, to support student learning. Through this process, we expect to see student growth and achievement increase in all academic areas and improved student engagement. We will work to close the achievement gap and have the percentage of students who are “Catching Up” increase at least 10% in ELA from 28% to 38% and at least 5% in Math from 41% to 46%.

Formative Measures:

- Weekly grade level Common Formative Assessments (CFAs) that focus on grade level essential standards. The data collected from these assessments will be used for ongoing instruction, co-teaching, and future CFAs.
- 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:

- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | <input type="checkbox"/> STIP Goal 2 |
| ✓ STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input type="checkbox"/> STIP Goal 6 |



Improvement Strategy: PLCs with grade level teams, Principal, Dean, Special Education Teacher, EL teacher, and RPDP.

Evidence Level: Tier 2 - Moderate 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 of creating 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 the best possible pathways to student success. I-Ready data will be used to plan for individual success using the diagnostic assessment, individual student learning, and learning pathways Professional Development focusing on integration, foundational skills in both ELA and Math, grade level vertical alignment, and essential standards alignment. Data driven and differentiated instruction at Tier 1 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 the closing of the gap and a higher percentage of students “Catching Up” on the above-mentioned assessments.

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

- ELA Curriculum- Benchmark
- Math Curriculum- Bridges and Envision
- Staff
- TEAM UP tutoring
- I-Ready Assessments, Data and Student Learning Data in both ELA and Math
- Aimsweb+ progress monitoring (for 10% of students)
- Real world application
- NVACS standards for ELA and 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, Support of all Tiers of

Lead: *Who is responsible for implementing this strategy?*
Principal, Dean, Classroom Teachers, EL teacher, Special Education Teacher, RPDP



Instruction

- *Potential Solution:* Use of entire PLC team (Dean, EL Teacher, Interventionist, Special Education Teacher) to focus support on specific grade level needs. RPDP support and professional development for Tier 1 instruction, co-teaching, and co-planning.

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

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

English Learners

- Challenge: 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 working with students 1:1 on individual goals as needed. Special Education teacher will use PLCs to help plan with classroom teachers.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">● Decrease in Chronic Absenteeism from 24% to 15%● 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● Growth in the areas of Responsible Decision Making and Adult/Student Respect and Support based on Student Climate Survey● Increase distribution of Class Positive Paws – Positive Behavior Supports● Continue to analyze behavior, climate data to make decisions
<p>Problem Statement: Based on the 2022-2023 Student Climate Survey data, Adult Respect decreased 3% and Adult Support decreased 2% compared to the 2021-2022 Student Climate Survey.</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● Lack of consistent use of Positive Behavior Supports	



Connectedness

School Goal: The percentage of students indicating they feel both supported and respected by adults at Kate Smith will increase by 3% the Student Climate Survey. The percent of students indicating "agree and/or strongly agree" will increase by 5% in the areas of "Student Connectedness", "Student Engagement" and "Student Participation".

Formative Measures:

- Use of the Kindness grant survey and MTSS Department TFI 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 ☐ STIP Goal 6

Improvement Strategy: SEL Schoolwide

Evidence Level: Tier 2 - Moderate Evidence.

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

- Based on the WCSD strategic plan, all students will have a safe, secure, supportive and welcoming environment. At Kate Smith, we believe that consistent SEL curriculum and strategic alignment of PBIS school-wide will work to ensure this for all students. We will also be creating a bi-weekly Advisory Time where students will work with other students in similar grade levels (K-2 and 3-5) and a staff member to work on Social Emotional Learning Standards along with projects and other integrated activities.
- Implementation of P.A.W.S. Advisory Groups
- 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

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

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



- Trauma Training for all staff members

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

- PBIS Team (Principal, Dean, Counselor, Teachers)
- -NVPBIS
- -Sandford Harmony Curriculum
- -Read Aloud Books
- -Leadership/MTSS Team
- -Counselor
- -Team Up to offer additional supports to students
- -Staff to Mentor Students
- -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, Twice Monthly Advisory Groups

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
- Kindness Grant

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

English Learners

- Challenge: 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. Use of PBIS/SEL for all students and relationship building.

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 and possible social emotional needs.
- Support: Special Education support during Tier 1 instruction and working with students 1:1 on individual goals as needed. Use of PBIS/SEL for all students and relationship building.

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
Kate Smith Meet the Teacher and Back to School Event	8/11/23	<ul style="list-style-type: none">● Parents enjoyed meeting staff, having resources available to them before school started and learning about Kate Smith' expectations and routines
Family Reading Night	9/12/23	<ul style="list-style-type: none">●
Title 1 and PBIS Informational Meeting	9/12/23	<ul style="list-style-type: none">●
Parent University – “What is i-Ready?”	10/17/23	<ul style="list-style-type: none">●
Fall - Parent/Teacher Conferences	10/19/23 – 10/26/23	<ul style="list-style-type: none">●



STEM – Cardboard Carnival	10/26/2023	•
Family Reading Night	11/14/20223	•
Parent University – “Social Media Awareness”	11/14/23	•
Parent University – Building Cooperative Behaviors	1/16/24	•
Spring - Parent/Teacher Conferences	2/12/24 – 2/16/24	•
Family Reading Night	2/13/24	•
Family Kindness Night	2/13/24	•
Parent University – “Paint Your Own Masterpiece”	3/19/24	•
Family Reading Night	4/23/24	•
STEM Night	4/23/24	•