

Washoe County School District

Juniper

School Performance Plan: A Roadmap to Success

Juniper 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: Kim Polson

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

Email: kpolson@washoeschools.net

Phone: 775-353-5540

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on June 19, 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
Kim Polson	Principal(s) (required)
Nikki Meador	<i>Dean</i>
Alicia Mayers, Rachael Gray, Nicole Van Valkenburg	Teachers
Amber Hageman	Paraprofessional
Melissa Olsen	Parent
Libby Rianda	Communities in School Liaison
Jennifer Harvey	School Counselor
Frank Rivas	Specialized Instructional Support Personnel: Building Learning Facilitator
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.gov/DI/nv/washoe/lena_juniper_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"> Adult Respect 91%; Safety 86%; Student Engagement 85%; Adult Support 80% 	<ul style="list-style-type: none"> SEL Skills: Self-Management of Emotion (46%) SEL Skills: Self-Management of Schoolwork (52%)
<p>Problem Statement: Our school-wide average, on our Fall 2021 Student Climate Survey for SEL Skills, were: Self-Management of Schoolwork was 52% favorable responses and the school wide average for SEL Skills: Self-Management of Emotion was 52% favorable responses.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Self Management for Schoolwork Root Causes: Students reported difficulty staying focused in class due to distractions/ lack of interest (39% favorable responses). Self-Management of Emotion: Students reported difficulty getting through something even when they felt frustrated (34% favorable). 	

Student Success	
<p>School Goal: Goal 1: Increase favorable responses to Self Management for Schoolwork by 10%. Goal 2: Increase favorable responses to Self-Management of Emotion by 10%. Goal 3: Increase ELA Median Growth Percentile from 43% to 50%. Increase our Math Median Growth Percentile from 50 to 57%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Duplicate Student Climate Survey questions in both areas at the end of each 9 weeks. Admin. to observe each teacher implementing SEL block for fidelity. 8 Week Review of School-Wide Assessment Data with Individual Teachers to determine progress/ interventions/ enrichment. (Focus on Tier 2/3 students). SBAC Scores-Summative Data 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy:

Goal 1 Strategy for Student Self-Management for Schoolwork due to Distractions/ Lack of Interest: Teachers commit 1 time (differentiated) a week to Integrating/Teaching Social Emotional Learning. Admin. will provide weekly PD and strategies for implementation. Admin. to observe each teacher implementing SEL block for fidelity.

Goal 2: Strategy for Self-Management of Emotion: Teach and implement Zones of Regulation. Focus on Differentiated Tier 1 Instruction.

Evidence Level: Tier 1 - Strong Evidence

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

- Purchase Zones of Regulation. Teach staff, students and parents how and why to use Zones of Regulation.
- Teachers commit to and additional ½ hour a week to Integrating/Teaching Social Emotional Learning. This is in addition to the ½ hour a week taught by counselors.
- Admin. will provide weekly PD and strategies for Integrating/Teaching Social Emotional Learning.

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

- Zones of Regulation resources
- SEL Curriculum and Instruction resources

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

- *Implementation Challenge:* Students are all at various levels of development in these areas.
- *Potential Solution:* During surveys and classroom discussions focus on these two areas of concern to delineate specific needs.

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

- General Budget

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

Planners: 5th Grade

Teachers/ Support Staff

Zones of Regulation: Juniper

Staff

ESSR 4



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:* Access to Language
- *Support:* ELL Support during surveys and during classroom difficulties. Zones of Regulation and Planners provide visual supports.

Foster/Homeless:

- *Challenge:* Lack of home structure and support/ follow-through
- *Support:* Provide continuous supports and follow through with counselor and CIS Liasion for these specific students.

Free and Reduced Lunch:

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

Migrant:

- *Challenge:* Access to Language
- *Support:* ELL Support during surveys and during classroom difficulties. Zones of Regulation/ Strategies provide visual supports.

Racial/Ethnic Groups:

- *Challenge:* Ensuring that our staff considers the Cultural Diverstiy of all students.
- *Support:* Gathering feedback from students during surveys and class discussions. Contacting Diversity and Equity department for suggestions with these two goals.

Students with IEPs:

- *Challenge:* Executive Functioning defecits, ELA defecits, Behavioral Challenges
- *Support:* Special Education Case worker will provide daily support during implementation and pratitce of using SEL Strategies and Zones of Regulation.

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
Structures in Place to Promote Collaboration and Support: School-Wide Norms, Mission Statement Collaborative Agreements Curriculum Agreements Leadership Team Thursday Data Meetings Wednesday Grade Level Planning Meetings MTSS Behavior Meetings	Our school-wide average, on our Fall 2021 Staff Climate Survey for Work Stress: 77% Average Favorable Responses (District 63) <ul style="list-style-type: none"> • ~I often feel like an outsider in my work community: 84% favorable responses (5/31 Agreed/ Strongly Agreed) • ~Dealing with problem situations concerning students often upsets me: 84% favorable responses. (5/31 Agreed/ Strongly Agreed)
<p>Problem Statement: In an Elementary School setting there is such a wide range of student ,academic and social emotional, strengths and needs. Without collaboration and support, teachers feel like they should have all the answers and are failing at having the capacity to provide differentiated supports.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • COVID • Testing/ Scores/ Star Ratings • Data Meetings without a plan to support differentiated needs • Increasing Social/Emotional Needs of Students/ Staff Due to COVID 	

Adult Learning Culture	
<p>School Goal: Goal 1: Increase our school-wide average on our Fall 2022 Staff Climate Survey for Work Stress to 87%. Goal 2: Increase ELA Median Growth Percentile from 43% to 50%. Increase our Math Median Growth Percentile from 50 to 57%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • 8 Week Review of School-Wide Assessment Data with Individual Teachers to determine progress/ interventions/ enrichment. (Focus on Tier 2/3 students). • Informal Feedback at each staff meeting to gauge stress, needs in different areas • Juniper Target: Opportunity to provide Feedback/ Support • Pre/Post Differentiated Instruction Pre and Post Assessment • Pre/Post Common Formative Assessment Survey • Duplicating Survey Questions at the end of each 9 weeks to gather data/ feedback/ suggestions 	<p>Aligned to Nevada's STIP Goal:</p> <p> <input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5 </p>



- Feedback during Leadership: Ensure we specific feedback from original questions Every 8 weeks
~I often feel like an outsider in my work community.
~Dealing with problem situations concerning students often upsets me.

Improvement Strategy: Train/ Implement Weekly ELA/ MATH Formative Assessment using the gradual release model of Professional Development

Evidence Level: Tier 3 - Promising Evidence

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

- Plan/ Present PD around Professional Learning Community use of Common Formative Assessments
- Create Schedule
- Create Agenda for PLC PD/ Conversations
- Create Fade Plan for grade level teams completing this process in PLC weekly when teachers feel supported, using weekly formative question: “How confident are you in choosing, administering, scoring data and using information from Weekly Formative Assessments to drive differentiated instruction?”
- Duplicating Survey Questions at the end of each 9 weeks to gather data/ feedback/ suggestions
~I often feel like an outsider in my work community.
~Dealing with problem situations concerning students often upsets me.
- Pre/Post Differentiated Instruction Pre and Post Assessment
- Pre/Post Common Formative Assessment Survey

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

- GLOBAL PD
- PLC Stipends

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

- *Implementation Challenge:* Time, varied levels of motivation and expertise
- *Potential Solution:* Move forward as a whole group, creating Agreed-Upon Curriculum

Lead: *Who is responsible for implementing this strategy?*
**Polson, Principal Meador,
Dean Grade Level
Leadership Reps**



Agreements

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

- General Budget to Purchase Books, such as Learning By Doing, School Improvement For All

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:* Need for various types of assessments to meet language needs.
- *Support:* PD on Differentiation with a Focus on Product. Begin discussion on grading.

Foster/Homeless:

- *Challenge:* n/a
- *Support:* n/a

Free and Reduced Lunch:

- *Challenge:* n/a
- *Support:* n/a

Migrant:

- *Challenge:* n/a
- *Support:* n/a



Racial/Ethnic Groups:

- *Challenge:* n/a
- *Support:* n/a

Students with IEPs:

- *Challenge:* Need for various types of assessment to capture different modalities of learning.
- *Support:* PD on Differentiation with a Focus on Product. Begin discussion on grading.

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"> • Chronic Absenteeism was less than 5% for 21-22 School Year 	<ul style="list-style-type: none"> • Continue Focus
<p>Problem Statement: Chronic Absenteeism at Juniper has been and issue in the past, especially during COVID.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Covid, continuous absenteeism and tardies with same families. 	

Connectedness	
<p>School Goal: Juniper will have less that a 10% Chronic Absenteeism rate for the 22-23 School Year.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • Weekly check with Attendance Clerk, Principal and Counselors • Weekly printout of absences. • Tier 2/3 Attendance Paperwork 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: We will call parents whose students who are absent daily. When students get first attendance letter teacher will contact parent. When students get second attendance letter Principal will call parent. Depending upon circumstances Principal will decide to call truancy for support. Students will be put on Positive Behavior Support chart, with incentives, for coming to school on time and/or even coming to school. Awards assembly for less than 5 absences.

Evidence Level: Tier 2 - Moderate Evidence

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

- We will call parents whose students who are absent daily. When students get first attendance letter teacher will contact parent. When students get second attendance letter Principal will call parent. Depending upon circumstances Principal will decide to call truancy for support. Students will be put on Positive Behavior Support chart, with incentives, for coming to school on time and/or even coming to school. Awards assembly for less than 5 absences.

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

- Tier Absenteeism Letters
- IC
- Truancy

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

- *Implementation Challenge:* Lack of parent response
- *Potential Solution:* Home visits, Truancy, CPS

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

- Update during SPP Roadmap Development.

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

**Classroom Teachers,
Principal, Counselor,
Attendance Clerk**

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:* Communicating with parents via phone about absences/ tardies



- *Support:* DOJO Translates, 3 teachers who translate, translation services through CPS/district

Foster/Homeless:

- *Challenge:* Tragic circumstances surrounding families.
- *Support:* 100% empathy, support and problem solving.

Free and Reduced Lunch:

- *Challenge:* n/a
- *Support:* Free meals provided through WCSD to ensure students are well-nourished.

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* Communicating with parents who speak another language.
- *Support:* DOJO Translates, 3 teachers who translate, translation services through CPS/district

Students with IEPs:

- *Challenge:* Accommodations for medical absences, appointments
- *Support:* SPED teachers to ensure absences are marked correctly.

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
Counselor/ Communitites In School/ Principal Meeting to Review Data and Feedback from Parent/ Student/ Staff Surveys	/7/21/20 22	<ul style="list-style-type: none"> • Reviewed Staff/ Student/ Parent Data and honed in on student survey results, along with parent and staff feedback. Decided on goals for Student Success



Staff Training/ Data Review	08/09/2022/Enter Date	<ul style="list-style-type: none">• Overview of Student Climate Survey Data, Parent Climate Survey Data, Teacher Focus Plan Survey Data (May 2021), SBAC Data
PTO Meeting	09/29/2020/Enter Date	<ul style="list-style-type: none">• Reviewed School Data from last year. Awareness
SBAC data dive with Kuster, Coombs, Meador, Rivas, Humphreys	09/27/2022/Enter Date	<ul style="list-style-type: none">• Clarity on continuing upwards trend on 21-22 data
School Leadership Meeting: Data Dive/ SPP Plan	09/28/2022	<ul style="list-style-type: none">• Already change to plan from Essential Standards to Weekly Formative Assessment
Whole School PLC	09/28/2022	<ul style="list-style-type: none">• Focus on Adult Learning Culture Plan: Formative Assessment to Drive Differentiation