



Washoe County School District 2018-2019 Acceleration Schools

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Overview: We are a team of fourteen schools and four area superintendents in the Washoe County School District (WCSD) undertaking an accelerated reform initiative. The structures of an Acceleration School represents a major strategic effort by the Washoe County School District to turn around and improve its lowest-performing schools. Our goal will be reached by fully committing ourselves to improving student achievement by fostering a rich learning environment for all. Each school will develop school performance plans that establish high expectations for learning and teaching and will commit to using resources wisely to ensure the needs of all children and our school communities are met. School administrators will not tolerate excuses and will not waver in our mission to ensure that each and every child is successful.

CORE VALUES

The WCSD Board of Trustees has guided the implementation of a local accountability system through the development of its Strategic Plan including the adoption of a Managed Performance Empowerment (MPE) Theory of Action. The MPE model supports lower performing schools with increased levels of management including the identification of Acceleration Schools. While each school is unique, there are expectations that all Acceleration Schools will adhere to:

Expectation	Strong Climate Leads to Improved Student Learning
Shared Core Values	<p>We believe...</p> <ul style="list-style-type: none"> • All students have the ability to achieve academic success • All students should attend a school that is safe and welcoming • All students should have a meaningful relationship with an adult at the school • The school community must conduct itself in a respectful and fair manner; all members of the community must treat each other with respect and caring • All members of the school community have the right to feel valued and connected to their school • Families are valued members of the school community and will always be welcome in our school • All staff members must believe all students can learn and have the right to a high quality education • All members of the school community will set and achieve high expectations for student performance • All staff members of the school will use asset-based language • All populations of students will show measureable improvements in student achievement • It is our responsibility to ensure our students are learning the necessary skills to become college and career ready • All staff members deserve high quality, differentiated professional development focusing on Tier One instruction and learning

GUIDING ELEMENTS OF ACCELERATION SCHOOL DESIGNATION

Every teacher, staff member, and administrator in an Acceleration School are instructional leaders. Each school's faculty and staff are instrumental to the school's success. Each school will be governed in such a way that staff members most affected by decisions will be most involved in helping to make those decisions. Each principal in an Acceleration School commits to working closely with colleagues and district support personnel to ensure each school is supported in its mission to improve student outcomes. The area superintendents commit to ensuring the district supports each school for successful and sustainable turnaround.

Expectation	Description
Designation as an Acceleration School	Schools that are identified as CSI or TSI by the state of Nevada, schools receiving one or two stars based on the designated accountability framework, and schools designated by the Superintendent. In addition to accountability findings, an assessment of a school's progress, that includes a multitude of factors, will also be used to designate schools as Acceleration Schools. A historical analysis will be conducted before final selection, to identify systems-level factors that may prove to be barriers to school improvement.
Removal of "Acceleration" Designation	It is anticipated that once designated as an Acceleration School, schools will be designated as such for a minimum of three years. During the first year of placement, significant effort will be put into the planning and implementation of successful practices including decisions about curriculum, resources, personnel, school climate, and monitoring. Additionally, specific student achievement targets will be established for each school. If significant gains have been made after the second year of designation as an Acceleration School and there are no other extraneous factors raising concern with respect to sustainability, a plan will be made to remove the school from being designated as an Acceleration School after the third year of placement. However, if after the second year of placement significant performance gains have not been realized, the decision can be made to keep the designation for a fourth year and possibly longer.
Incentives	Acceleration School principals will be provided with a yearly stipend of \$1,500.00 upon the completion of each school year.
Negotiables and Non-Negotiables	The Office of School Leadership (OSL) will work with Acceleration School principals and other district departments to provide clear articulation of non-negotiable expectations in areas where action/activity may be negotiable. This will include attention to personnel matters, curriculum and instruction, assessment, professional development, student support services, budget, etc.
Professional Development	It is expected that all Acceleration Schools professional development will align with Acceleration Schools' expectations. Acceleration Schools will continue to Wednesday early release time for teacher collaboration and site-based professional development activities.

SCHOOL PERFORMANCE EXPECTATIONS/NON-NEGOTIABLES

Every district school has years of school improvement plans on site. While these plans may be able to provide some insight as to the direction of a school, the intent of the Acceleration School is not to mildly revise what is currently in place. What must occur is an intense and honest look at performance outcomes and the creation of a focused improvement plan that addresses specific performance expectations including the social and emotional well-being and growth of each child. Explicit in the School Performance Plan (SPP), will be goals for teaching, learning, and family and community engagement. The following elements will be present in each plan:

Element	Description
Tier One Instruction and Guaranteed and Viable Curriculum	Each school will develop a clear and focused curriculum plan that addresses individual student needs. Each school will implement Nevada Academic Content Standards with fidelity ensuring rigorous and robust learning for all students. Each school will ensure teachers receive relevant professional development around the teaching, learning and assessment of standards.
Interim Assessments and Data Dialogue	There are multiple sources of information that should be used to fuel teacher conversations regarding student learning. Although academic test data is not the only source of information that should be used, it sets the foundation. Each school will employ a balanced assessment system to address student needs. This will include, but is not limited to, year-end accountability measures designed to provide evaluation of annual performance, universal screeners such as MAP at the elementary level, and progress-monitoring assessments such as curriculum based measures that monitor core instructional practice and student response to intervention, as necessary. School City, SBAC interim or related tools will be used to ensure instruction is calibrated to the rigor level of the SBAC claims. -Acceleration School teachers and administrators will regularly engage in activities designed to strengthen skills around the use of data to drive instructional decisions for each student
Support Plan for All Students	Each school will develop academic support plans that are unique to the needs of individual learners. Intervention supports will be clearly outlined, developed, and implemented in consultation with the area superintendent. Relevant assessment data will be used to quickly target students who need extra support and academic interventions. Collaboration with district support personnel specializing in special education services, ELL services, and tiered-support services will be used to guarantee viability of interventions. Additionally, academic enrichment supports for those students achieving at high levels will be implemented in consultation with the area superintendent.
Professional Development and PLC Work	Each school will devise a schedule that allows for regular, data-driven teacher collaboration time. It is understood that a focus on Tier One instruction will drive each school’s targeted professional development needs. It is also understood that the analysis of student performance data and resulting improvements to classroom instruction will drive each school’s PLC work. Additionally, there will be clear articulation between district professional development activities and the needs of each Acceleration School.
Exemplary Customer Service Focus from Front Office	Each School will have front office staff that are focused on providing the best possible customer service to the community they serve. This includes but is not limited to: greeting and acknowledging anyone that enters the school, proper phone etiquette, timely responsiveness to questions, requests and concerns from the community.
School Climate	Using Climate Survey data, each school will develop a plan to ensure that a safe, caring and engaging school climate is in place that supports students in reaching their academic potential. Teacher expectations and support of students, as well as high expectations for positive and respectful relationships that value diversity, are integral to school success. Research shows that attendance, learning, test performance and graduation rates are higher in schools where students feel valued, challenged and supported. All school-wide decisions, both academic and behavior, will be viewed through the lens of culturally responsive practices.

PERFORMANCE TARGETS & EXPECTATIONS

The District’s expectation is that every child will graduate college and highly skilled career ready. To achieve this goal, persistent gaps in achievement between student groups must be closed. This work can only be accomplished through a central focus on teaching and learning. Therefore, Nevada School Performance Framework (NSPF) have been developed that strongly and persistently support teaching and learning; its purpose is to provide all stakeholders with the ability to account for areas of strength and areas where improvement and support are needed. In collaboration with the area superintendent, the Office of School Leadership (OSL), the Office of Accountability, and other district support personnel, school performance targets will be established that align and guide primary focus areas based on the metrics in the NSPF. The following performance framework targets will be addressed in each school’s performance plan:

Proficiency	Proficiency is a strong indicator of being on the pathway to graduation, even as early as 3 rd grade. Each school will set proficiency improvement targets in the range of 4% to 7% each school year.
Growth AGP and SGP	<p>Adequate Growth Percentile (AGP): In elementary and middle school, a pillar of the performance framework is getting students who are not yet proficient to grow on a trajectory to meet proficiency within 3 years; this will help to ensure our students reach high school ready to access the curriculum in order to graduate college and highly skilled career ready. In high school, the performance framework helps to ensure all students are on track to graduate after their first two years and well prepared to begin taking advanced courses. AGP measures the percent of students growing adequately to meet these targets. Since AGP is rooted in academic growth and proficiency, focusing on improvements in AGP targets will have the impact of improving proficiency rates and median SGP. Each school will set AGP improvement targets in the range of 4% to 7% each school year.</p> <p>Student Growth Percentile (SGP): SGP is a longitudinal way of understanding a student's current SBAC scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth where students who have similar academic score histories provide a baseline for understanding each student's progress. For example, a growth percentile of 60 in mathematics means the student's growth exceeded that of 60 percent of his/her academic peers Each school will set median SGP targets to be at or above the 50th percentile each school year.</p>
Achievement Gap	Each Acceleration School will reduce student achievement gaps. Each School Performance Plan (SPP) will set specific targets for the reduction of achievement gaps aligned to district expectations. In the elementary schools, achievement gap targets should include growth and proficiency. Targeting growth (both SGP and AGP) for your student populations in 4 th – 8 th grade is likely to lead to gap narrowing, as is targeting improvement for all student populations in 3 rd grade proficiency.
Attendance, Engagement Student and Family	A focus on student and family engagement ensures our students are successfully moving along the Pathway to Graduation. Schools will be strategic in addressing chronic absenteeism and where appropriate include reducing chronic absenteeism as a goal in the SPP. Student engagement is measured on the local performance framework via the district’s climate survey with questions like “I think a lot about what I learn in my classes even when I’m out of school” and “I look forward to coming to school every day.” School climate goals should not only focus on district climate survey indicators, but also on the overall engagement of students and their families in the school. This overall approach will lead to a stronger school climate as well as increased student performance.
High School Readiness	Monitoring 7 th and 8 th grade success to align with 9 th grade indicators: algebra-participation/proficiency, percentage of students with core credits in pathway to readiness, academic individualized academic plans; emphasis on decreasing disproportionality.

Desert Heights Elementary School: SPP Summary – 18/19 SY

Desert Heights Elementary School (DHES) is a Provision II school, with 100% of students receiving Free and Reduced Lunch (FRL) and serves approximately 500 students in grades PreK-6. Of these 500 students, approximately 20% of students are identified as Tier 2 & Tier 3. Upon data analysis, approximately 78% would qualify based on their lack of proficiency. 34% have Individualized Education Plans (IEP), and 4% are Children in Transition (CIT). DHES also houses eight self-contained Special Education Programs. There is a 33% transiency rate at DHES. One percent of students are identified as gifted and talented. Ten percent of students are rated as moderate to high risk according to B.I.G.

SPP GOAL #1

The goal for all students at Desert Heights ES is to make significant improvement in listening, speaking, reading, and writing by increasing the consistency and quality of Tier 1 ELA Instruction that is based on Nevada Academic Content Standards. By the end of the 2018-19 school year, 35% of our economically disadvantaged students will be proficient in reading as indicated on the Smarter Balanced assessment. With the support of additional personnel and intense instruction, the long-term goal is to increase proficiency by 5% each year. By the end of the 2018-19 school year, 14% of our EL students will be proficient in reading as indicated on the Smarter Balanced assessment.

- A. The implementation of standards-based instruction though the use of High Impact strategies during Tier 1 Instruction, based on the work of John Hattie, will be focus of PD throughout the 2018-19 SY.
- B. Teacher Clarity in communication of standards, relevancy to students, and monitoring of student learning will be observable in classrooms during Tier 1 Instruction in ELA.
- C. High impact strategies will be utilized in the delivery of instruction. Monitoring of student learning will occur.
- D. Monitoring of student learning will occur.

SPP GOAL #2

The goal for all students at Desert Heights ES is to make significant improvement in math by increasing the consistency and quality of Tier 1 math instruction that is based on Nevada Academic Content Standards. By the end of the 2018-2019 school year, 42% of our Economically Disadvantaged Students will be proficient in math as indicated on the Smarter Balanced assessment. With the support of additional personnel and intense instruction, the long-term goal is to increase proficiency by 5% each year. By the end of the 2018-2019 school year, 32% of our EL students will be proficient in math as indicated on the Smarter Balanced assessment. With the support of additional personnel and intense instruction, the long-term goal is to increase proficiency by 5% each year.

- A. The implementation of standards-based instruction though the use of High Impact strategies during Tier 1 Instruction, based on the work of John Hattie, will be focus of PD throughout the 2018-19 SY.
- B. Teacher Clarity in communication of standards, relevancy to students, and monitoring of student learning will be observable in classrooms during Tier 1 Instruction in ELA.
- C. High impact strategies will be utilized in the delivery of instruction. Monitoring of student learning will occur.

Desert Heights Elementary School: SPP Summary – 18/19 SY - continued

SPP GOAL #3

The goal is to ensure that the climate and culture of Desert Heights ES is one in which students and staff are able to develop positive relationships that foster a sense of well-being for students, staff and community. Desert Heights ES is committed to helping students develop Social Emotional Learning (SEL) interpersonal skills necessary for working effectively and cooperatively with others and provide a safe and supportive learning environment for all students and staff. WCSD Climate Staff Survey Data will increase in the perceptions in the ways in which adults interact with one another and model social and emotional competence, adults interact with students and support students with SEL skills and the communicating the vision of SEL to the staff at Desert Heights ES. At least 75% of staff will score at the "agree" or "strongly agree" level in these three areas. The WCSD Climate Student Survey Data will demonstrate an increase in the perceptions in ways in which students understand their strengths and feel confident that they can handle frustration and difficult tasks. At least 70% of students will score "easy" or "very easy" level for these areas.

- A. Staff will receive ongoing support through collaboration and from the SEL Committee at DHES in order that all five Social Emotional Learning (SEL) competencies are being taught effectively.
- B. Classroom Circles will strengthen SEL components after being introduced to the children. Circles will be implemented in each classrooms and SEL Circle cards will guide the discussions.

Echo Loder Elementary School: SPP Summary-18/19 SY

Echo Loder Elementary School is a Zoom school within the Washoe County School District identified Acceleration schools. Loder is a Provision II school, with 100% of students receiving Free and Reduced Lunch (FRL) and serves approximately 570 students in grades PreK-6. Of these 570 students, approximately 80% of students are identified as Tier 2 or Tier 3, 15% have Individualized Education Plans (IEP), and 3% are Children in Transitions (CIT). 81% of our students are Hispanic, 11% are white, 4% are African American, and 3% are Multiracial; 69% of our students are English Language Learners. Additionally, 33% of our students are identified as having moderate to high risk according to the WCSD early warning system.

SPP GOAL #1

Improve student achievement in ELA as measured by student growth on the MAP and SBAC assessments. Based on the fall 2018 Map data, 74.6% of 1st grade students, 88.1% of 2nd grade students, 70% of 3rd grade students, 63.2% of 4th grade students, 62.2% of 5th grade students, and 70.4% of 6th grade students are below the 40% in reading. Based on spring 2018 SBAC data, 58% of 3rd grade students, 55% of 4th grade students, and 52% of 5th grade students were at a level 1.

- A. A licensed teacher serves as the Learning Strategist as required by SB 391, NVKR law.
- B. All literacy goals for Echo Loder Elementary align to WCSD's Literacy Plan and the NV State Literacy Plan
- C. A 30-minute ELA intervention block is part of the master schedule in all grade levels. All intervention programs are ESSA approved and are scientifically based.
- D. Administrators and data coach meet biweekly with all grade levels to guide teachers/grade levels through the disaggregation of student data in order to guide instruction and create intervention/differentiation groups.

SPP GOAL #2

Echo Loder will provide a safe, caring, and engaging school climate that supports all students and parents in reaching their academic potential. High expectations will be in place for a positive and respectful environment that values diversity and promotes equity.

- A. Conferences will be conducted 3 times during the school year, fall, winter, and spring. Data, goal setting, and SMART goals will drive the conference discussions.
- B. Teachers will participate in Social Emotional Learning (SEL) Professional Development and Restorative Practices Professional Development.
- C. A team from Loder is a part of the WCSD Restorative Practices Cohort 2 (year 2). The team attends trainings as part of the district cohort, and then trains staff at Loder.
- D. A school wide attendance program has been implemented to provide a system of support and accountability for families to maintain consistent school attendance for their children.

Echo Loder Elementary School: SPP Summary-18/19 SY-continued

SPP GOAL #3

Improve student achievement in Math as measured by student growth on the MAP and SBAC assessments. Based on fall 2018 Map data, 80% of 1st grade students, 84% of 2nd grade students, 72% or 3rd grade students, 68% of 4th grade students, 67% of 5th grade students, and 75% of 6th grade students are below the 40% in Math. Based on spring 2018 SBAC data, 57% of 3rd grade students, 49% of 4th grade students, and 66% of 5th grade students were at a Level 1.

- A. Teachers are participating in Content-Focused-Coaching with the WCSD Curriculum and Instruction Department.
- B. A TOSA is assigned to each grade level in order to participate in monthly PLC meetings, observe lessons, co-teach, and provide feedback to teachers.
- C. Administrators and data coach meet biweekly with all grade levels to guide teachers/grade levels through the disaggregation of student data in order to guide instruction and create intervention/differentiation groups.
- D. Teachers in grades 3-6 received training on how to use the SBAC Interim Assessment Benchmarks in order to ensure content and assessment alignment.

Natchez Elementary School: SPP Summary – 18/19 SY

Natchez Elementary School is a Provision II school, with 100% of students receiving Free and Reduced Lunch (FRL) and serves approximately 130 students in grades PreK-6. Of these 130 students, approximately 78% of students are identified as Tier 2 & Tier 3, 24% have Individualized Education Plans (IEP), and 5% are Children in Transition (CIT). Additionally, there is a 28% transiency rate at Natchez ES. Two percent of students are identified as gifted and talented. Nearly 30% of students are identified as having moderate to high risk according to WCSD risk indices

SPP GOAL #1

Natchez students will exhibit performance that shows achieving higher growth percentiles in both ELA & math. In 2018-19, AGP data will show an 8-10% increase such that 20-22% of students will meet state catch-up targets in ELA. In 2017-18, AGP data show that 5% of students are meeting math state catch-up targets. In 2018-19, AGP data will show an 8-10% increase such that 13-15% of students will meet state catch-up targets in math.

- A. 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 and Math.
- B. A data coach will provide instructional support for analyzing data and use of data for designing effective instructional strategies, examining assessment to measure student progress.
- C. Mentorship and coaching for ALL teachers through District and site-based programs focusing on impactful practices, guaranteed and viable curriculum, and strong instructional practices. Formal and informal assessments.

SPP GOAL #2

Natchez ES will increase the number of students who meet growth targets in MAP reading/math by approximately 5%. Natchez ES will more consistently track the numbers of students who exit Tiers 2 & 3 interventions and increase this number every 6 month; conversely, we will show a decrease in the numbers of students who require Tiers 2 & 3 support.

- A. Administrator and data coach will engage in instructional coaching that includes District Department of Professional Learning Coaches to provide instructional coaching twice monthly to advance language practices and reading, writing, speaking, and listening skills by planning PL, coaching, co-teaching, developing resources/materials, and proposing the implementation of practices to support student success.
- B. A licensed teacher is selected to serve as the Learning Strategist as required by SB 391 NVKR law.
- C. Provide 30-minute ELA intervention blocks which will allow for differentiated instruction around ELA standards and skills and provide extended day learning opportunities for students who are emerging or approaching standards in ELA and/or Math.
- D. PLCs and Instructional Coaching incorporate practices into instructional delivery that is developed/recommended by Admin/Instructional Coaches/& Data Coach

Natchez Elementary School: SPP Summary – 18/19 SY - continued

SPP GOAL #3

Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment based on SEL Look-fors on Walk-through Form, by increasing the number of observable Teacher and Student SEL practices. Improvement on the staff, student and parent climate survey in the areas of SEL. Decrease in percentage of Chronic Absenteeism by 75% to reflect less than or equal to 15% students chronically absent from 43%.

- A. 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.
- B. Promoting and incentivizing students attending school and developing systems of support and accountability for families to ensure students are attending school more frequently.
- C. Continue to provide CIS services to at risk students and their families. CIS will connect families to mental, physical and basic needs services. (9a).
- D. Administrator participating in Tribal Council Meetings to provide school to community connection of the progress toward Natchez ESs progress to goals and objectives.