Washoe County School District

Gerlach K-12 School

School Performance Plan: A Roadmap to Success

Gerlach K-12 *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.*

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

*Our SPP was last updated on 8/22/2023*Click here to enter a date.

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
Stacey Black	**Principal(s)** *(required)*
n/a	**Other School Administrator(s)** *(required*
Kathleen McNamara	**Teacher(s)** *(required)*
Aimee Schoenfeldt	**Paraprofessional(s)** *(required)*
Destini Keesee	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

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/gerlach_k-12_school/2023

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**
• SEL, reading, interfacing with technology	• Math, test taking skills, independence

Problem Statement: There are disparities between what students can do in class and what they can show independently in testing situations. Math is a particular area of need.

Critical Root Causes of the Problem:
- Small student to teacher ratios makes students more dependent on teacher support
- There is a jump between math the way it is presented on the SBAC and math skills that are presented in curriculum

Student Success	
School Goal: By the third and final assessment window of iReady, 90% of students will show typical growth or better in math as measured by data from the iReady Diagnostic. **Formative Measures:** • Ongoing data collection from iReady discussed in grade-level teams biweekly	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Make sure all K-8 students have access to the iReady math program for 30 – 50 minutes per week. The iReady program is research based and data driven to promote math skill acquisition. **Evidence Level:** Tier 2 - Moderate Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Work with teaching staff to schedule daily opportunities for students to work productively in iReady to support math education with individualized, meaningful content. ● Contact C&I for support with the program (training, reports, etc.) as needed. ● Provide families a framework for understanding iReady information **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Student access to Clever ● Teacher access to iReady accounts and reports ● Daily schedules for students reflecting iReady time ● District support for training and tech ● A data collection tool for student data gathered from multiple classes **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* ● *Implementation Challenge:* Regular teacher monitoring of student data and ability to focus student participation on the most relevant parts of the program ● *Potential Solution:* Add a section once to biweekly meetings intending to study iReady data **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● N/A – iReady is a district funded program. However, high school students are not included.	**Lead:** *Who is responsible for implementing this strategy?* **Stacey Black**

Resource Equity Supports[1]: *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?*

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[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)

English Learners
- Challenge: Access to iReady content since it is presented in English
- Support: Ask EL for program support options

Foster/Homeless:
- Challenge: Access to iReady during non-school hours since there is not internet available
- Support: Upon student request, check out a device and a hot spot for overnight use

Free and Reduced Lunch:
- Challenge: Possible access to iReady at home if the family does not have tech or internet available; focus ability throughout the day.
- Support: Upon student request, check out a device and a hot spot for overnight use; provide daily snacks via Healing Through Health grant monies and private donations

Migrant:
- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:
- Challenge: Are BiPOC students showing learning progress at similar rates to other students?
- Support: Track data for subgroups to ensure equitable access and knowledge gain; monitor for any disparities

Students with IEPs:
- Challenge: Participation in iReady is strictly self-guided during the pathway work
- Support: Teaching staff can give lessons to support pathway work.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• We have a dedicated team who is willing to learn	• Wide variety of experience and classifications • Wide range of student ages and abilities

Problem Statement: Getting staff the resources they need to do their jobs well is a challenge due to our location, size, and broad areas of specialization. Staff have limited access to learning opportunities in their areas of specialization including Special Education, ELD, and PreK.
Critical Root Causes of the Problem:
- Small staff in a remote location who are not specialty staff do not have access to typical staff development and opportunities. Also, staff cannot collaborate with site-based colleagues to get ideas or see best practices.

Adult Learning Culture

	Aligned to Nevada's STIP Goal:
School Goal: By spring of 2024, Gerlach K-12 staff (regardless of classified vs certified status) will have received at least one training opportunity in their area of focus from WCSD staff. **Formative Measures:** ● Arranging and engaging in training opportunities as measured by sign ups and experiences	☐ STIP Goal 1 x STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

	Lead: *Who is responsible for implementing this strategy?* **Stacey Black**
Improvement Strategy: Expose Gerlach K-12 to model programs in WCSD; invite experts in; have technology to back up best practices **Evidence Level:** Tier 4 - Demonstrates a Rational **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Visit sites with specialty programs on Fridays ● Connect with WCSD personnel who are skilled in areas that would benefit our site needs ● Invite experts to Gerlach K-12 (either in-person or remote) for training ● Find out about technology and best practices from other district sites **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Access to WCSD experts ● Access to other WCSD school sites ● Compensation for classified staff willing to do site visits on Fridays **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* Making time available, purchasing any needed technology ● *Potential Solution:* Trade work days for Friday observations, find donors	

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Donations
- Possible district support of promethean boards

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: accessing staff training for EL student
- Support: partner with district experts

Foster/Homeless:
- Challenge: staff expectations for CIT students should be high and staff should recognize the challenges CIT students face
- Support: Continued training from counselor and WCSD staff

Free and Reduced Lunch:
- Challenge: recognize the challenges FRL students face with respect to access to technology or comfort in using technology
- Support: build technology usage into daily practice; coach staff on small steps toward support student learning

Migrant:
- Challenge: *N/A*

- Support: *N/A*

Racial/Ethnic Groups:
- Challenge: teaching practices that integrate culturally responsible methods
- Support: partner with Diversity, Equity, and Inclusion to support curriculum

Students with IEPs:
- Challenge: all staff work with students on IEPs; staff should understand the nature of the IEP and expectations for student interactions
- Support: case manager should integrate student needs into site trainings

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Small, interconnected school and community	• Using learning opportunities to support primary instruction

Problem Statement: Being in a remote location with limited access to specials and experts leaves a gap in learning opportunities.

Critical Root Causes of the Problem:
- Remoteness of location means there is not access to specials, enrichments, and a variety of typical content available in traditional schools.

Connectedness	
School Goal: By spring of 2024, Gerlach K-12 will have one alternative learning opportunity per month in the form of guest speaker or field trip to increase student knowledge. **Formative Measures:** • Arrange and track monthly opportunity	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 X STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Invite guest speakers subject matter experts to school campus to work with students and deepen their knowledge. Arrange opportunities for off-campus experiences. **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Locate and invite new and old stakeholders onto campus as part of planning enrichment opportunities. Reach out to the broader community to engage in enriching off-campus experiences. **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Invested community members and stakeholders **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* remote location, few resources to offer except for gratitude ● *Potential Solution:* funding from donations and stakeholders **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● donations	**Lead:** *Who is responsible for implementing this strategy? Stacey Black*

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: Student understanding of content for guest speakers or experiences given the language divide
● Support: preteach the content so students know what to expect and have some vocabulary in place

Foster/Homeless:
● Challenge: students might feel uncomfortable in places that have different expectations for dress and behavior (eg, the ballet)
● Support: preview experiences by discussing them with students before they occur; point out opportunities for participation

Free and Reduced Lunch:
● Challenge: ensuring FRL students can related to the content of the field trip and see that they belong on the outing

- Support: preview experiences by discussing them with students before they occur; point out opportunities for participation

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

Racial/Ethnic Groups:
- Challenge: making sure BiPOC students feel included in the experience and that the experience is relatable for them
- Support: preview experiences by discussing them with students before they occur; point out opportunities for participation

Students with IEPs:
- Challenge: Students keeping up with the group and being receptive to content
- Support: Staff assigned to specific students to help navigate experiences.

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
Back to School Night	*9/20/23*	- *Add lessons learned after each outreach event.*
Operation School Bell	*9/27/23*	-
Parent Teacher Conferences	*10/23-26/23*	-
Winter Schoolwide Celebration	*12/19/23*	-