Response to Recovery

Draft Plan

School Years 2021–2022 and 2022–2023

Washoe County School District
Every Child, By Name And Face, To Graduation℠

Vision

As a courageous, innovative leader in education, Washoe County School District (WCSD) will be one of the nation's top performing school districts, graduating all students college and highly-skilled career ready.

Mission

To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve college and career readiness for the 21st century.

In May 2010, the WCSD Board of Trustees adopted the Vision, Mission, and Core Beliefs

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Core Beliefs

We believe:

- All students can learn and be successful.

- The achievement gap can be eliminated by ensuring every student is challenged to learn at or above grade level.

- Effective teachers and principals, dedicated support staff, rigorous curriculum, culturally responsive practices, measurable outcomes, timely interventions, ongoing monitoring and assessment, collaboration, professional learning, and a culture of continuous improvement ensure classroom success for all students.

- Superior performance will be achieved through clear goals that set high expectations and standards for all students and employees.

- Student academic and social emotional learning require family, student, school, and community engagement.

- Leadership and passion, together with accountability and transparency, are keys to success.

- A strong education system ensures the well being of a community.

- Address the academic, social, emotional, and mental health impacts as a response to recovery from the COVID-19 pandemic.

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Response to Recovery
Opening of Schools

Guiding Principles:

- All decisions based on a foundation of "Do No Harm."
- Ensure student, family, and staff basic needs are being met.
- Ensure equitable access for all students.
- Maintain high academic expectations for all students.
- Follow as practical all federal, state, and local health related guidelines.
- Continue to provide safe in-person instruction, maximize in-person instructional time, sustain the safe operation of schools, and address the academic, social, emotional, and mental health impacts of the COVID-19 pandemic.

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Summary of Goals

Goal 1

To ensure annual student academic growth through a system of curriculum, instruction, and assessment that is aligned, rigorous, and relevant. Instruction will be designed to meet the needs of every child in our diverse student population.

Goal 2

To develop and retain highly effective personnel who are driven to support students and their academic success as well as the success of the District. The Washoe County School District will accomplish this goal through recruitment, selection, professional development, and training.

Goal 3

To engage family, staff, Trustees, and community members in strong relationships, provide meaningful opportunities to increase their educational expertise and trust, and to share responsibility for student success.

Goal 4

Provide and continuously improve operational systems that are effective, efficient, transparent, and accountable by using meaningful structures and processes.

Goal 5

To ensure our schools are safe, secure, supportive, and welcoming environments where students and staff are able to succeed academically and professionally at the highest possible levels.

How Was This Plan Created?

Below is an example of how to read and understand the plan. For each goal, an objective and measurable outcome will be stated.

(Example)

Goal 1

The overarching intention we will strive to achieve.

- To ensure annual student academic growth through a system of curriculum, instruction, and assessment that is aligned, rigorous, and relevant. Instruction will be designed to meet the needs of every child in our diverse student population.

(Example)

Objective 1.1

How we will achieve the goal.

- 1.1 Provide and continuously improve rigorous and relevant curriculum, instruction, and assessment practice for all students

(Example)

Measurable Outcome 1.1.1

How we will measure success.

- 1.1.1 Increase in graduation rates on annual basis.
  SY 2017 2018: 85%; 2019: 88%; 2020: 90%; 2021: 92%

Goal 1

Academic Growth

To ensure annual student academic growth through a system of curriculum, instruction, and assessment that is aligned, rigorous, and relevant. Instruction will be designed to meet the needs of every child in our diverse student population.

Academic Leadership Team

Debra Biersdorff,
Deputy Superintendent

Dr. Paul LaMarca,
Chief Strategies Officer

Dr. Troy Parks,
Chief Academic Officer

Joe Ernst,
Co-Lead Area Superintendent

Dr. Laura Davidson,
Director of Research and Evaluation

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Response to Recovery – Goal 1 Plan

Objective:

1.1—Provide and continuously improve rigorous and relevant curriculum, instruction, and assessment practice with a focus on academic recovery to increase learning outcomes for all students.

- 1.1.1 Establish baseline data: 2021 graduation rate; 2022 + 3 percentage points; 2023 + 2 percentage points; 2024 + 2 percentage points.

- 1.1.2 Increase in percentage of students "Meeting Standard" as measured by SBAC rates in ELA and Mathematics: 3% gain annually through 2024 after reestablishing baseline based on 2021.

- 1.1.3 Increase in percentage of students "Meeting Standard," as measured by State Science Assessment 3% gain annually through 2024 after reestablishing baseline based on 2021.

- 1.1.4 Increase the percentage in core credit attainment through tenth grade 3% gain annually through 2024 after reestablishing base line based on 2021.

1.2—While directing resources to ensure optimal conditions for learning, close achievement gaps through culturally competent practices, effective strategies, key tenets of professional learning communities, and Multi-Tiered Systems of Supports to meet the needs of English Learner students, Special Education students, students living in transition/ foster care, students impacted by poverty, all racial/ethnic student groups, and students disproportionately impacted by COVID-19.

- 1.2.1 Reduction in achievement gaps: After reestablishing baseline based on 2021 performance, specific three-year targets with annual milestones will be set for each student population to ensure gap-closing pace on the following measures:
    - Smarter Balanced "Meeting Standard" rates, overall Math and ELA, and grade three reading.
    - Four Year Cohort Graduation rates.
    - AP/IB and/or Dual Credit attainment rates.
- 1.2.2 Increase the English Learner exit rate by 5th grade as measured by ELPA.

Response to Recovery – Goal 1 Plan (continued)

1.3—Provide and continuously improve the pathway to college and career readiness through an aligned pre K-16 system.

- 1.3.1 Based on 2021 performance, establish baseline and three year targets for Career Readiness Diplomas and Career and College Diplomas.
- 1.3.2 Based on 2021 performance, establish baseline and three year targets for the percentage of students enrolling in and completing a pathway of study in CTE programs by the end of their senior year.
- 1.3.3 Based on 2021 performance, establish baseline and three-year targets for the percentage of 8th grade students "Ready for HS." (Defined by academic course passing and SBAC).

1.4—Implement a sustained distance learning model that provides a full WCSD education for students who engage better in an online environment.

- 1.4.1 Increase in percentage of students enrolled at North Star Online School who are "Meeting or Exceeding Standard" as measured by SBAC levels in ELA and Mathematics: 3 percentage point gain annually through 2024 after reestablishing baseline using 2021 SBAC data.
- 1.4.2 Establish baseline data for North Star Online School students using 2021 core credit attainment data. Increase the percentage in 10th grade core credit attainment through tenth grade annually thereafter.
- 1.4.3 Establish baseline data using 2022 graduation rate data at North Star Online School. Increase graduation rates annually there after.
- 1.4.4 Establish baseline data using 2021 chronic absenteeism levels among students enrolled for North Star Online School for 2022. Reduce chronic absenteeism rates annually thereafter.

1.5—Begin planning for the design and implementation of WCSD's Promise of a Graduate.

- 1.5.1 Identify criteria to be included, such as College and Career Readiness outcomes, and identify ideal characteristics of a WCSD graduate.
- 1.5.2 Establish timeline for the design and implementation to include stakeholder input.

Goal 2

Highly Effective Personnel

Emily Ellison,
Chief Human Resources Officer

To develop and retain highly-effective personnel who are driven to support students and their academic success as well as the success of the District. The Washoe County School District will accomplish this goal through recruitment, selection, professional development, and training.

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Response to Recovery – Goal 2 Plan

Objective:

2.1—Attract and hire highly-effective personnel.

- 2.1.1 Decrease the number of certified positions that are unfilled each school year.
- 2.1.2 Increase the number of applicants for para-professional, bus driver, nutrition services, and housekeeping positions each year. (Baseline 2021).
- 2.1.3 Increase diversity of new hires among all employee groups. Includes diversity in race, ethnicity, gender, language, and veteran status, as identified by employee.
- 2.1.4 Increase the percentage of the WCSD Alternative Route to Licensure (ARL) cohort that is on the Special Education track.

2.2—Provide and continuously improve meaningful, high-quality professional learning targeted to concrete learning objectives and desired performance outcomes.

- 2.2.1 Increase the percentage of professional learning course owners who finalize courses in the Professional Growth Systems (MyPGS) platform and send the participants follow up survey for completion by 5% annually.
- 2.2.2 Increase the percentage of staff who report high levels of perceived value from professional learning opportunities. (Baseline 2021).
- 2.2.3 Increase the percentage of licensed staff observed implementing professional learning practices. (Baseline 2021).
- 2.2.4 Increase the number and/or percentage of guest teachers participating in professional learning opportunities. (Baseline 2021).

2.3—Continuously increase retention and engagement of highly effective personnel.

- 2.3.1 Increase teacher retention over first 5 years of employment.
- 2.3.2 Increase employee retention across all employee groups. (Baseline 2021).
- 2.3.3 Increase the average number of guest teacher days worked. (Baseline 2021).
- 2.3.4 Improve employee workplace satisfaction as measured, utilizing the employee survey results. (Baseline 2021).

2.5—Provide a comprehensive employee health and wellness benefits program.

- 2.5.1 Increase the number of employees engaging in our wellness program through the online platform by 5%.
- 2.5.2 Increase the number of employees engaging in wellness challenges by 5%.
- 2.5.3 Increase promotion of and utilization of the Employee Assistance Program in support of employee wellness. (Baseline 2021).
- 2.5.4 Decrease the number of claims for emergency care for non-emergent conditions. (Baseline 2021).

2.6—Continue to build and expand leadership pathway opportunities in support of leadership succession planning.

- 2.6.1 Increase the number of certified new hires who are hired from our education support professional and guest teacher staff each year.
- 2.6.2 Increase the number of new candidates added to the school leadership hiring pools each year. (Baseline 2021).
- 2.6.3 Increase the number of non-academic internship opportunities that the District offers each year. (Baseline 2021).
- 2.6.4 Increase the number of employees participating in leadership pathway professional learning opportunities each year. (Baseline 2021).

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Goal 3

Family and Community Engagement

To engage family, staff, Trustees, and community members in strong relationships, provide meaningful opportunities to increase their educational expertise and trust, and to share responsibility for student success.

Michele Anderson
Chief Communications and
Community Engagement Officer

Dr. Paul LaMarca,
Chief Strategies Officer

Vangie Russell,
Project Manager

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Response to Recovery – Goal 3 Plan

Objective:

3.1—Strengthen inclusive two-way communication and community engagement in order to foster authentic relationships and recover trust.

- 3.1.1 Build and expand social media and engagement reach by 5%.
- 3.1.2 Create quarterly proactive media informational tours/events.
- 3.1.3 Rebrand and relaunch community ambassador program and community conversations by February 2022.
- 3.1.4 Enhance communications for District employees by December 2021.

3.2—Build and expand meaningful partnerships between the District and families with a focus on student learning.

- 3.2.1 Refine the family engagement index, which factors in climate survey responses and use of Infinite Campus. Establish baseline from the 2021-22 school year and establish annual targets thereafter.
- 3.2.2 A minimum of 75% of families accessing resources through Family Resource Centers will achieve one goal towards family stabilization (housing, food, etc.).
- 3.2.3 To strengthen the connectedness of families and the district, increase the number of family contacts through telephone calls and home visits.

3.3—Strengthen strategic Trustee community partnerships including stakeholders, constituents, and schools.

- 3.3.1 Consistent attendance at meetings of the Board of Trustees (90% attendance by each Trustee).
- 3.3.2 Ensure all schools are visited at least once annually by Trustees.
- 3.3.3 Ensure constituent concerns, questions, and/or complaints are tracked and responded to within 72 hours.
  - Automated response to constituent concerns will include the 72-hour time frame; weekends and holiday breaks will include a 5-business day time frame.
- 3.3.4 Increase Trustee attendance at school and community events.
- 3.3.5 Increase Trustee attendance at District-organized/Board-sponsored events.
- 3.3.6 Recognize the contributions of volunteers and honor their time and service.
- 3.3.7 Increase Trustee visibility on all District communication platforms by December 2021.

3.4—Build the capacity among students, families, and staff to meaningfully solicit, encourage, engage, and embrace the voices of students and families.

- 3.4.1 The number of school staff that report they've implemented strategies to increase positive, relational and culturally responsive family engagement practices as a result of professional learning on family engagement will increase annually.

- 3.4.2 The number of families, particularly from historically marginalized populations, that participate in Parent University classes will increase annually.

- 3.4.3 The number of students involved in school and District decision-making (as measured by Student Climate Survey).

3.5—Increase confidence in and sustain support for WCSD schools as THE preferred choice among families.

- 3.5.1 Develop marketing campaign focused on attracting and retaining students by October 2021.

- 3.5.2 Create marketing and communications toolkit for schools and department leaders to help market schools and programs by February 2022.

- 3.5.3 Redesign website to improve communications, increase engagement, expand accessibility, and enhance recruitment and enrollment efforts by August 2021.

3.6—Through deliberate family-centered and culturally-responsive practices aimed at building connection and relationship, foster a community-wide sense of school belongingness.

- 3.6.1 Survey composite measures: Increase in proportion of students, families, and staff reporting.
    - Engagement with school.
    - Positive relationships with school community.

Goal 4

Continuous Improvement

Provide and continuously improve operational systems that are effective, efficient, transparent, and accountable by using meaningful structures and processes.

Business & Finance Operations

Mark Mathers,
Chief Financial Officer

Jeff Bozzo,
Budget Director

Pete Etchart
Chief Operations Officer

Dr. Chris Turner,
Chief Information Officer

Adam Searcy,
Chief Facilities Management Officer

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Response to Recovery – Goal 4 Plan

Objective:

4.1—Ensure that operational systems, central services, and finances are integrated and sustainably aligned to best support the needs of students, teachers, staff, schools, and departments.

Business and Finance:

- 4.1.1 Maintain a structurally-balanced General Fund budget each fiscal year.
- 4.1.2 Maintain an ending unrestricted fund balance for the General Fund of at least 8% to 10% of operating costs (actuals).
- 4.1.3 Receive an unqualified opinion for the Annual Comprehensive Financial Report (ACFR) with no material weaknesses noted and minimal or no findings.

4.2—Ensure that the General Fund budget and the multi-year federal stimulus spending plans work together to ensure availability and access to resources, while maximizing impact.

- 4.2.1 Development of a 4-year financial plan/model for the General Fund to plan for the partial and/or full implementation of the Pupil Centered Funding Plan, as well as alternative scenarios based on enrollment changes.
- 4.2.2 The Grants Department will be 100% in compliance for all federal stimulus funds application deadlines, performance evaluations, and other data collection required.
- 4.2.3 The Grants Department will ensure that in all federal stimulus applications there will be a sustainability plan for programming after federal stimulus funds have expired.
- 4.2.4 The Grants Department will have 100% compliance in fiscal reporting of all federal stimulus funds.
- 4.2.5 The Grants Department will have at least 97% spend down on all federal stimulus funds.
- 4.2.6 Comply with ESSER II and ESSER III requirements for communication and consistent reporting with public stakeholders.

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4.3—Transportation: To provide safe and on-time delivery of students while focusing on work force stability.

- 4.3.1 Provide consistent on-time delivery of students (96.5% on time delivery).
- 4.3.2 Maintain and strive to increase transportation safety (1.29 accidents per 100,000 miles).
- 4.3.3 Reduce annual driver allocation vacancies (15% to 5% [45 to 15 annual average driver allocation vacancies]).
- 4.3.4 Reduce annual average absenteeism rates for Drivers & Transportation Aides (11% to 5% [38 to 17 annual average employee absences]).

4.4—Facilities Management: Successful completion of current and planned Major Capital Projects, Facility Critical Repair Projects, and Core School Investment Projects throughout the District. To provide clean and healthy school environments with a focus on staffing stability.

- 4.4.1 Decrease critical repair needs in the Facility Condition Information System (0.16 FCIS rating).
- 4.4.2 Decrease overcrowded schools (14 schools over maximum capacity).
- 4.4.3 Reduce total annual substitute custodial hours requested by 5% (Baseline of 42,000 hours or 29 FTEs).

4.5—Nutrition Services: To provide nutritious meals to our students while focusing on financial recovery and staffing stability through continual assessment of operational processes and strategic investments.

- 4.5.1 Surpass Pre-COVID meal participation targets (25% to 27% breakfast participation, 42% to 45% lunch participation).
- 4.5.2 Return Nutrition Services fund balance to the February 2020 level.
- 4.5.3 Maintain 95% or greater target staffing levels.

4.6—Information Technology: To begin implementation of the WCSD Strategic Technology Plan.

- 4.6.1 Achieve the Strategic Technology Plan's 20% annual laptop renewal goal.
- 4.6.2 Maintain 14-day technology support ticket closure rate in consideration of current staffing levels and the 177% increase in the number of devices over the previous 5 years.

Goal 5

Safe and Welcoming Schools

To ensure our schools are safe, secure, supportive, and welcoming environments where students and staff are able to succeed academically and professionally at the highest possible levels.

Dr. Paul LaMarca,
Chief Strategies Officer

Jason Trevino,
Chief of School Police

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Response to Recovery – Goal 5 Plan

Objective:

5.1—Provide and continuously improve a climate of belonging and self-worth and justice amongst students, families, staff, and the community that is centered around an inclusive, collaborative, equitable and engaging learning environment by providing equitable practices, strategies, and materials.

- 5.1.1 Decrease chronic absenteeism rates. Reestablish baseline based on 2021-22 performance and establish annual targets thereafter.
- 5.1.2 Disproportionality: Analyze, and if necessary, reduce the disproportionality measures for suspensions, English Learner identification, Special Education identification/programming, AP/IB and Dual Credit coursework participation, and extracurricular participation.
  - Specific three-year targets will be set for each student population to ensure significant reduction in disproportionality.
- 5.1.3 Survey composite measures: Increase in proportion of students, families, and staff reporting.
  - Feeling safe (or feeling their children are safe) at school.
  - Social and emotional health.
- 5.1.4 To support building a welcoming school community for all students, staff, and families, and after establishing baseline based on 2021 and historical data, increase the number of schools having participated in Restorative Practices training with all schools being trained by 2024.

5.2—Provide and continuously implement a District-wide comprehensive plan for school safety and crisis response including training, facilities improvements, and the engagement of the community, schools, families, and students.

- 5.2.1 Maintain or exceed compliance with all state requirements for school safety.
- 5.2.2 Implement 100% of the comprehensive emergency operations plan annually.

5.3—Provide a safe learning environment built upon principles of equity, inclusion and access for all students, staff, and school community members.

- 5.3.1 Based on 2021 performance and historical data, establish baseline and establish annual increases in the number of staff members receiving equity and diversity training.
- 5.3.2 Provide quarterly summary reports for the Superintendent and Board of Trustees regarding Equity Action Plan implementation, including review of outcome measures, and as necessary, guiding policy.