Washoe County School District

Spanish Springs Elementary School

School Performance Plan: A Roadmap to Success

Spanish Springs ES *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: Jim Verdi
School Website: Spanish Springs ES / Home (washoeschools.net)
Email: jverdi@washoeschools.net
Phone: 775-425-7710
School Designations: ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 9/6/2023

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
Jim Verdi	**Principal(s)** *(required)*
Raeann Hill – Dean of Students	**Other School Administrator(s)** *(required*
Elaine Retzer – 5th Grade Teacher	**Teacher(s)** *(required)*
Tawnya Thomas - Secretary	**Paraprofessional(s)** *(required)*
Amanda Magrini	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Wendy Prince – Literacy Facilitator	**Specialized Instructional Support Personnel** *(if appropriate)*
Trudie Kibala	**Counselor**

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 Welcome to Nevada Accountability Portal (nv.gov)

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**
● Math scores increased by 5%	● Family academic support

Problem Statement: SBAC math percentages last year increased but they are only at 60% and we can do better

Critical Root Causes of the Problem:

● Our families are good at working with students on their reading fluency and comprehension. They are comfortable with the requests from teachers in this area, so we are able to gain growth because of it. With math, families aren't as comfortable with some of the work that comes home and more importantly, how to work within the Common Core Standards.

Student Success

School Goal: By the next state math exam increase school wide scores by 3% going from 60% to 63% proficient. **Formative Measures:** ● SBAC	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2

● IReady Diagnostic Assessment	•STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Utilizing the newly purchased iReady program

Evidence Level: Tier 3 – Promising Evidence

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

- Teacher will give the iReady diagnostic assessment in August

- Teacher will Implement the recommended 30-45 minutes per week for each student using the individualized program created from the August assessment

- Teachers will attend iReady trainings to build capacity throughout the school year

- Teachers will monitor typical and stretch goals for all students

- Learning Facilitator will support staff

- Administration will oversee and support the goal and the action steps

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

- IReady program purchased by WCSD
- Laptop capacity to assess all students
- Infrastructure to manage 400+ students being assessed at or around the same time
- WCSD Trainings to train staff

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

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

Teachers, Learning Facilitator, and Administration

- *Implementation Challenge:* Technology working efficiently and appropriately. Headphones for all students, IT being available to support

- *Potential Solution:* Have ETS and IT available to assist with possible issues, ask PTO to donate headphones

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

- None needed from Spanish Springs ES

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?*

English Learners

- Challenge: N/A

- Support: N/A

Foster/Homeless:

- Challenge: N/A

- Support: N/A

---

[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: Racial disparities may exist

- Support: Track formative data across racial groups to measure if any disparities exist

Students with IEPs:

- Challenge: Students may work slower through the recommended minutes due to slower reading or processing skills

- Support: Case Managers will track data using quarterly progress reports and communicate with general ed teachers. Then they will assess and add individual minutes without missing tier one instruction.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- All staff using common assessments for math and ELA	- Professional Learning Communities Growth

Problem Statement: WCSD's pacing guides do not provide enough time for differentiating and reteaching when the data shows that is what is needed to increase student proficiency. Switching from Schoolcity to a new program after just getting comfortable.

Critical Root Causes of the Problem:

- WCSD chose to change from Schoolcity to iReady. Staff needing to take planning time to learn new software.

Adult Learning Culture

School Goal: Throughout the 2023-24 school year, using the early release Wednesday time, 100% of the teachers will use and participate in the Professional Learning Community (PLC) process as measured by weekly attendance sheets.

Formative Measures:

- Weekly attendance sheet

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1   X STIP Goal 2

☐ STIP Goal 3   ☐ STIP Goal 4

☐ STIP Goal 5   ☐ STIP Goal 6

Improvement Strategy: Grade level teachers will use the PLC process and will meet weekly reviewing: pacing guides, common assessments, reteaching needs, necessary interventions, or enrichments **Evidence Level: T**ier 2 - Moderate Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Use the Early Release Wednesdays to allow the time necessary for the PLC process. ● Diagnostic test 3 times/year ● Communicate throughout the year with family using reports twice minimum ● Teachers meet weekly focusing on pacing guides, common assessments, interventions, enrichment ● Learning Facilitator will support PLC process ● Administration will account for weekly attendance ● **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● IReady Trainings ● Meeting time allocated weekly ● Pacing Guides ● Common Assessment schedule ● Student data ● Intervention/Enrichment materials ● Weekly attendance sheet	**Lead:** *Who is responsible for implementing this strategy?* Teachers, Learning Facilitator, and Administration

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

- Implementation Challenge: Time, learning the new iReady system, staying focused during meeting times

- Potential Solution: Administration and LS will visit all PLC's each Wednesday to do check-ins and help to keep them focused on tasks and goals

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

- None

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: N/A

- Support: N/A

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: Racial disparities may exist

- Support: When and if they arise, address and make adjustment

Students with IEPs:

- Challenge: Many different grades for one case manager

- Support: Case Managers will participate in grade level PLC's but will only be able to get to participate with short amounts of time each week with each group

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- Teachers communicating with families - Math growth - Administrative weekly message - PTO sponsors monthly events to connect our community	Chronic Absenteeism
Problem Statement: Due to absences and exclusions students may feel disconnected from classmates, teachers, and the missed instruction. This may cause students to fall behind.	

Critical Root Causes of the Problem:

- Absenteeism due to family vacations, family choices to spend time with each other outside of school, and families deciding to be more cautious around illness and therefore keeping students home more.

Connectedness

	Aligned to Nevada's STIP Goal:
School Goal: Improve Chronic Absenteeism by 2% going from 11% to 9% as measured by Infinite Campus Report. **Formative Measures:** • Infinite Campus reports	☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Increase home school communication with absentee letters and direct communication from staff members to families. Added spring parent-teacher conferences to our yearly schedule. The counselor and/or dean will be creating intervention plans for students who are chronically absent.	**Lead:** *Who is responsible for implementing this strategy?* Administration

Evidence Level: Level 4

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

- PBIS classroom and schoolwide incentives focused on attendance

- Communication to families from teachers and administrative weekly messages

- Counselor or Dean working directly with students who exhibit chronic absences

- Add and communicate spring parent-teacher conferences

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

- Non-monetary incentives

- Staff buy-in

- Dean and Counselor setting aside time when needed to address

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

- *Implementation Challenge:* Getting families and staff to buy-in

- *Potential Solution:* Added communication and staff meetings. Administration will support and manage the majority of incentives so teachers will not have to add to their plate and should increase buy-in.

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

- None

English Learners

- Challenge: N/A

- Support: N/A

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: May have longer visits outside of the state or country

- Support: Make work and lessons available for students prior to leaving. Allow for communication while away.

Students with IEPs:

- Challenge: N/A

- Support: N/A

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
Weekly Sunday Evenings at 5:00 PM	All Year	● The families appreciate this weekly outreach
Back to School Night	8/22/23	● Lower attendance in person but delivered a digital option after the event
Chalk the Walk	8/13/23	● New event, families liked it

Monster Mash	10/30/23	● Classic Fall Favorite
Bingo Nights	Dec 2023	● Fun Community Event – always full
Tie Dye Week	9/18-22	● This is our 30th year – all students participate, and we have many parent volunteers
Fleecing for Friend's	11/13-12/15	● We make blankets for our community. All students and many parents participated
Fall and Spring Conferences	Oct & Feb	● Over 90% of our families participate in the fall ● This will be our first Spring Conferences
Art and Science Night	Mar 4-8	● We love working in Art and Science together. Families love this event
Book Fair	Mar 4-8	● Always well attended
Otterfest	May 31	● It is a long-standing fun carnival event. Families love it.