

Washoe County School District

Michael Inskeep Elementary School

School Performance Plan: A Roadmap to Success

Michael Inskeep Elementary School 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: Dr. Sue Egloff

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

Our SPP was last updated on November 3, 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
Dr. Sue Egloff	Principal(s) <i>(required)</i>
N/A	Other School Administrator(s) <i>(required)</i>
Angie Reeder	Teacher(s) <i>(required)</i>
Rebekah Gray	Paraprofessional(s) <i>(required)</i>
Akasha Iaulualo	Parent(s) <i>(required)</i>
Lyndsi Stephens	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
Alisha Springmeyer	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Kristie Smith and Michelle Riley	Learning Facilitator & Dean

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/michael_inskeep_elementary_school/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"> We were able to exit 19 students from the MTSS system because students were on grade-level. We were excited to see our SBAC baseline data showing 48% of 3rd grade met ELA standards; 48% in 4th, and 36% in 3rd. For SBAC math, 59% of 3rd graders met or exceeded standards, 35% in 4th and 28% in 5th. 3rd grade is closing an achievement gap between IEP and non-IEP students in ELA and Math. 	<ul style="list-style-type: none"> Building strong tier I instruction through the PLC process and backwards planning to have more real-time assessment information and adjust instruction quicker. Use more building-wide assessments to track student growth 3 times in the year.
<p>Problem Statement: Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> During the 21-22 school year, we opened our school and had many families return to full-time in-person instruction. At the previous school, about 40% of the population elected to do distance learning. After getting to know our families and students, we learned through conversations that many students on distance learning were not engaged in the content and parents were scared to send them to school. We had several COVID exclusions that impacted student learning on a large scale. Opening our school for the first time meant staff, students, and families were all learning the rules, expectations, policies, and building traditions throughout the year. Students returning from distance learning were figuring out how to be a student again, how to follow expectations, and how to learn again. 	
Student Success	



School Goal: Students will increase their Tier I knowledge in reading and math. By the next state math exam, reduce the number of non-proficient students in reading and math by 10%.

Formative Measures:

Grades 2-5 will give the STAR Reading test 3x/year with a goal of 70% of students at or above grade level according to the grade level equivalency. Grades 1-5 will give the STAR Math test 3x/year with a goal of 70% of students at or above grade level according to the grade level equivalency.

Aligned to Nevada's STIP

Goal:

- ☐ STIP Goal 1 ☐ STIP Goal 2
☒ STIP Goal 3 ☐ STIP Goal 4
☐ STIP Goal 5

Improvement Strategy: Learning Facilitator will support grade levels in backward planning with essential standards, agree upon common formative assessments, scaffold instruction, and align needed resources to support students at the Tier I level. Grade levels will set SMART goals and dates to give, analyze, and plan CFA data.

Evidence Level: Tier 4 - Demonstrates a Rational

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

- Master and Specials calendars that allow for 1 hour of collaborative meeting time each week for each grade level not using Wednesday early release.
- TACA form for each grade level for planning purposes as well as data tracker form.
- Family Engagement Nights to work with families on curriculum expectations (make and take nights, how to prepare for the next grade level, etc.)
- 1st to 5th will give STAR Math 3 times a year (or more) and 2nd to 5th will give STAR Reading 3 times a year (or more).
- Whole school will give oral reading fluency 3x/year, sight words 3x/year for K-4, PSI/QSI 3x/year and track on the data sheets in share drive.
- Track Common Formative Assessments per grade level to measure progress toward mastery by the end of the year.

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

- Essential Standards and curriculum documents printed and available for each teacher.
- Time for Resource and EL staff to meet with the grade levels for planning.

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

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

**Learning Facilitator,
Teachers, Dean, and
Principal**



- *Implementation Challenge:* Helping grade levels focus on one or two tasks at hand versus all things that need to be done. Identifying gaps in student learning due to missed instruction with COVID exclusions and distance learning.
- *Potential Solution:* Agenda ahead of meeting time so teachers know what to prepare and bring to the team meetings.

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

- None unless we list general funds

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:* Language skills are built into daily classroom instruction. We have a new EL Teacher Assistant who is highly trained so working out her schedule around interventions and Tier I will be a challenge.
- *Support:* Use of WIDA results during backward planning to intentionally plan for writing, speaking, and listening instruction as these were low areas across the board. Organize EL students according to WIDA level versus grade level then match within master schedule.

Foster/Homeless:

- *Challenge:* NA
- *Support:* NA

Free and Reduced Lunch:

- *Challenge:* Not knowing specific FRL students as it is a FERPA issue.
- *Support:* Tier I instruction for all students and using common formative assessment results to reteach and reassess students.

**Migrant:**

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* Track formative data across racial groups to measure if any disparities exist during instruction.
- *Support:* Use of BIG and building created data sheets to track student progress.

Students with IEPs:

- *Challenge:* Meeting minutes and not pulling students during Tier I instruction.
- *Support:* Master schedule outlining intervention/enrichment time when students with an IEP can be pulled first. Next option is during small group instruction within the master calendar.

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
<ul style="list-style-type: none">• Staff were excited to open a new school and build traditions together throughout the year.• On the staff climate survey, 100% said home-school communication was effective, 95% said or culture was fair and respectful, and 99% had built strong staff-student relationships.• PLCs were being formulated by pulling together staff from various schools, learning what was done at previous schools, and building a common foundation of understanding of how PLCs would function at Inskip.	<ul style="list-style-type: none">• As a collective whole, we have not gone through all stages of the PLC process. Different grade levels have accomplished this based on the staff in that grade level understanding and experience with PLCs, but not all together as a whole staff.• Most grade levels got stuck after the data analysis phase where reteaching did not always happen with a follow up assessment for mastery of the standard.
Problem Statement: Professional Learning Communities were not consistently implemented across all grade levels.	

**Critical Root Causes of the Problem:**

- Building a common language with a new staff. Needing to take time to build relationships and experience a book study from Learning bconversationas great conversations but faltered at the consistent implementation phase.
- Lack of sub coverage in classrooms meant specialists were prevented to cover. This prevented grade levels from having collaboartive planning time beyond 3 Wednesday's a month.
- Grade levels were not always in agreement with common formative assessments based on what they had used at previous schools. This improved throughout the year, but was slow going for awhile due to the need of building a positive culture in our first year.

Adult Learning Culture

School Goal: All certified staff will be trained on using and implementing Professional Learning Communities. By the end of the 21-22 school year, all certified staff will have completed a book study on Learning by Doing and will implement cohesive and consistent team meetings.

Formative Measures:

- By the end of the school year, staff will adopt collective commitments that are created by the staff by starting with the creation in the leadership team then doing two professional learning opportunities to build staff awareness and feedback because all staff are expected to know and understand the collective commitments.

Aligned to Nevada's STIP**Goal:**

- ☐ STIP Goal 1 ☐ STIP Goal 2
☒ STIP Goal 3 ☒ STIP Goal 4
☐ STIP Goal 5



Improvement Strategy: Every 4-6 weeks, staff will actively participate in ongoing professional learning on the structures and foundations of Professional Learning Communities.

Evidence Level: Tier 3 - Promising Evidence

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

- Calendar outlining when professional learning will occur on Wednesday early release times, November 8, and 2 more potential dates if approved by NDE.
- Continue to build PLC knowledge with tightened structures for collaborative meetings.
- Create building-wide collective commitments to align our mission and vision work.
- Peer Observations staff to staff – survey staff for focus areas and then schedule 20-30 minute observations. An observation tool will be created to provide positive feedback and tools to take away.

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

- Master Calendar created and updated on the Staff Share Drive so all can access it.
- Professional Learning Hours for the Leadership team to meet outside of contract time to provide guidance and input for professional learning.
- Stipend pay for grade levels to meet in collaborative teams outside of contract time.

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

- *Implementation Challenge:* Each staff member has a different level of learning and understanding of PLCs. Many teachers feel they “PLC” correctly when they do not. While they understand the steps, the challenges of finding time and scheduling meeting times as been tough when opening a new school. Staffing challenges with absences and no coverage.
- *Potential Solution:* Focused time for building team collaboration via the Monday Moment (adult restorative circle)

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

- General Funds
- ESSER Grant Funds for Stipend pay

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

Update after Strategy Selection



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:* Having WIDA scores for teachers to know which areas to target during whole group and small group instruction.
- *Support:* Grade level and department teams will use WIDA data during PLC meetings with backwards planning and data analysis.

Foster/Homeless:

- *Challenge:* NA
- *Support:* NA

Free and Reduced Lunch:

- *Challenge:* Not knowing specific FRL students as it is a FERPA issue.
- *Support:* Grade level and department teams will focus on scaffolding strategies to support FRL students during Tier 1 instruction.

Migrant:

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* Track formative data across racial groups to measure if any disparities exist during instruction.
- *Support:* Grade level and department teams will focus on scaffolding strategies to support students during Tier 1 instruction.

Students with IEPs:

- *Challenge:* Acelify did not talk to EdPlan as we all thought. IEPs were not available for classroom teachers until the 2nd month of school.
- *Support:* Individual teachers will incorporate accommodations daily to help students with an IEP access grade level curriculum.

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



- We have a school-wide PBIS Matrix that has been taught whole school as well as by individual classrooms. Students are regularly rewarded for following expectations.

- Consistent use of giving students feathers as well as consistently using office discipline referrals.

Problem Statement: Students are physical with each other versus using their words or the problem-solving wheel.

Critical Root Causes of the Problem:

- Students were in and out of school due to COVID exclusions and distance learning issues. This caused serious social skills delays with our whole school. When opening our school, we did a lot of teaching of the behavior matrix. We learned students would get confused from their previous school's expectations to ours. This meant more time was needed in building relationships and following through on expectations.

Connectedness

School Goal: Establish a solid PBIS foundation to where students, staff, and families are connected on behavior expectations across the campus. Students will know, understand, and follow the behavior matrix. All staff will regularly reward and hold students accountable according to the matrix.

Formative Measures:

- PBIS Committee will review and adjust the behavior matrix once a month based on minor and major data from BIG.

Aligned to Nevada's STIP Goal:

- ☐ STIP Goal 1 ☒ STIP Goal 2
☒ STIP Goal 3 ☐ STIP Goal 4
☐ STIP Goal 5



<p>Improvement Strategy: Schoolwide PBIS implementation</p> <p>Evidence Level: Tier 1 - Strong Evidence</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• School-wide assembly sharing the expectations and why for each grade level. Individual classrooms and specialists explicitly teaching the matrix 3x in the year.• Use the fidelity tracker for PBIS.• Parent Teacher Home Visit Program – goal is 35 home visits for the year.• Once a month meetings with parents called the Eagle’s Nest Parent Advisory Council.• Parent University classes combined with Gomes ES and Cold Springs MS.• Tier I Guidance lessons with school counselor.• Staff member to keep purchasing items for the school store and keep it stocked. <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Fidelity Tracker and training• Professional Learning Hours (IPIP) for PBIS committee• Parent University participation and planning for scheduled nights. <p>Challenges to Tackle: <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none">• <i>Implementation Challenge:</i> Consistent follow through of expectations and holding students accountable. Some staff do not like to discipline students nor call parents.• <i>Potential Solution:</i> Streamline the progressive discipline process, empower all staff to deal with student issues when they see them, communicate with teachers, and call parents. <p>Funding: <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none">• General funds to print posters, feathers, and talons.• Grant money to fund the school store.	<p>Lead: <i>Who is responsible for implementing this strategy?</i> All staff</p>
<p>Equity Supports: <i>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?</i></p>	

**English Learners**

- *Challenge:* Understanding all parts of the matrix.
- *Support:* Use of visuals when teaching school-wide PBIS matrix.

Foster/Homeless:

- *Challenge:* NA
- *Support:* NA

Free and Reduced Lunch:

- *Challenge:* Not knowing specific FRL students as it is a FERPA issue.
- *Support:* Use of visuals when teaching school-wide PBIS matrix.

Migrant:

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* Track formative data across racial groups to measure if any disparities exist during instruction.
- *Support:* Use of visuals when teaching school-wide PBIS matrix.

Students with IEPs:

- *Challenge:* Knowing all students with an IEP and what accommodations work best for each of them.
- *Support:* Use of visuals when teaching school-wide PBIS matrix and ongoing reminders of expectations.

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
Eagle's Nest Community Advisory Council	10/12/20 22	<ul style="list-style-type: none"> • We had 5 parents in attendance, 3 of which have students with special needs in resource and self-contained. Parents liked learning about our



		<p>PBIS Matrix, Acknowledgement Matrix, and how this sets the foundation for behavior expectations across campus while aligning to the SPP. They are interested in exploring how to add a community section on the matrix. Parents also requested information about IEPs and 504s, which will be the focus for next month's meeting.</p>
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