

Washoe County School District

Virginia Palmer

School Performance Plan: A Roadmap to Success

Virginia Palmer 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: Courtney Lean

School Website: [Palmer / Home \(washoeschools.net\)](#)

Email: clean@washoeschools.net

Phone: 775-674-4400

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

Our SPP was last updated on October 11, 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
Courtney Lean	Principal(s) <i>(required)</i>
Jamie Schocko	Other School Administrator(s) <i>(Assistant Principal)</i>
Theresa Hagerty, Emma Perkins, Mary LaCombe, Tara Wise, Stacey Saulsgiver, Whitney Dailey, Keli Evans, Anita Lyons, Linnea Wolters, Carissa Brucato	Teacher(s) <i>(required)</i>
Nidia Gonzalez	Paraprofessional(s) <i>(required)</i>
Sandra Reyes	Parent(s) <i>(required)</i>
Click here to enter text.	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Lani Xander	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

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/virginia_palmer_elementary/2022



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"> WIDA Access 2.0 Met or exceeded PPAL in oral language, literacy, comprehension, and overall 3rd Grade outperformed other grades in listening, speaking, reading, and writing All school scores by domain met or exceeded district scores for 21-22 100% of 5th grade were Reaching in Listening Increased from 9% exiting in 20-21 to 15% exiting in 21-22 3rd grade SBAC 44% percent scored a level 3 or 4 in ELA. The Hispanic population had 44% at a 3 or 4. Our percentage at or above standard improved by 19%. Writing was the highest above-standard growth with 8% growth. In reading the below level decreased 13%. In all claims the below standard decreased. IEP: 30% of IEP are level 3. 4th grade SBAC 27% of 4th grade scored a level 3 or 4 in Ethe LA. Hispanic population had 23% and 34% white population. Math Communicating Reasoning has the highest percent achievement. Math Problem Solving and Modeling/Data Analysis: 55% of students are near/at, or above standard Math Communicating Reasoning: 91% of students are at/near or above standard. ELA Listening, Demonstrating effective communication skills: 59% of students are at/near, or above standard. 5th grade SBAC Overall Listening: 74% of students are near, at, or above standard Overall Research/Inquiry: 67% of students are near, at, or above standard. 5th Grade Listening: 74% of students are at, near, or above standard 5th-grade Research/Inquiry: 87% of students are at, , near or above standard. 	<p>WIDA Access 2.0</p> <ul style="list-style-type: none"> Increase the percentage of Reaching and Bridging scores in Writing and Speaking Increase Speaking school-wide Increase Literacy (Reading/Writing) 3rd grade SBAC Our white students are not making the same growth as other subgroups. Writing had the biggest increase in above standard, but the largest percentage below standard. IEP: Diminishing level 1. <p>4th grade SBAC</p> <ul style="list-style-type: none"> 19% of 4th grade scored a level 3 or 4 in math. Hispanic population had 11% and 30% white population. Writing has the lowest percent achievement. Overall district School-wide growth from 2019 is down. ELA percentiles are closer than Math. Math Concepts and Procedures has the lowest percent achievement. Reading: 60% 4th-grade students are below standard. Writing 60% 4th-grade students are below standard. Math Concepts and Procedures: Applying Mathematical concepts and procedures: 69%4th-grade students are below standard. <p>5th-grade SBAC</p> <ul style="list-style-type: none"> Reading 49% of 5th-grade students at near or above standard Writing 56%5th-grade students are at, near, or above standard.
<p>Problem Statement: Students did not take the SBAC assessment in 2020 due to school closures prompted by COVID. In 2021, 25% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5. According to MAP Reading data taken in the spring of 2021, 66% of Kindergarten students scored in the average to high range, 43% of 1st-grade students scored in the average to high range, and 45% of 2nd-grade students scored in the average to high range. In 2022, 30% Of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5. On</p>	



the Spring MAP assessment in Kindergarten 55% of our students were on or above, 1st grade 50% of our students were on or above, in 2nd grade, 55% of our students were on or above, and in 3rd grade, 54% of our students were on or above.

Critical Root Causes of the Problem:

Students had large learning gaps during the 2020-2021 school year due to school closures the prior year.

Due to extra COVID requirements, teachers did not feel there was enough time to teach the necessary curriculum.

Due to COVID guidelines for the 2021-2022 school year students and teachers were continuously excluded.

There was a lack of substitute teachers creating inconsistency in Tier 1 instruction as well as a small group intervention.

The lack of substitutes resulted in larger class sizes and support being removed.

Student Success

School Goal: By the spring of 2023 we will increase the percentage of students scoring proficient on the SBAC ELA by 3% in grades 3-5. By the spring of 2023, we will increase the percentage of students scoring in the average to high range on the MAP reading assessment by 3% in grades K-2.

Formative Measures:

- School City Assessments and Grade Level Exit Tickets

Aligned to Nevada's STIP Goal:

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



Improvement Strategy: Virginia Palmer ES will implement the MTSS based “What I Need” intervention across all grade levels during designated intervention and enrichment time periods.

Update after Strategy Selection

Evidence Level: Tier 1 - Strong Evidence

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

- *Create a master schedule that includes: 30-minute daily grade level What I Need (WIN) time for interventions and enrichment, one hour PLC during the school day, weekly PLC time on Early Release Wednesday, Stipend one Wednesday a month to allow for an extra hour of PLC focused work, 90 minute ELA block.*
- *Unpack district-identified Essential Standards*
- *Create and discuss outcomes of Common Formative Assessments to guide instruction and WIN groups.*
- *Identify specific students needing support.*
- *All PLC time will focus on answering the four critical questions.*
 1. *What is it we want our students to know and be able to do?*
 2. *How will we know if each student has learned it?*
 3. *How will we respond when some students do not learn it?*
 4. *How will we extend the learning for students who have demonstrated proficiency?*
- *Create SMART Goals based on Essential Standards.*
- *Work with teachers to set up weekly push-in and pull-out schedules that will not interfere with Tier I instruction.*
- *Have PLC teams identify what academic (grade level) success looks like for all students.*
- *Hire two TAs to support WIN time.*
- *Continue backward planning*
- *Plan and use intentional activities during WIN*
- *Develop assessments to track progress to plan for WIN*

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

- *Budget for two Teacher Aides to help with all grade-level WIN times*
- *Title I Stipends for monthly extended PLC time*
- *Pacing Guides and Assessment Calendar*
- *Building Learning Facilitator to work with PLCs and the understanding of co-planning/co-teaching*

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

Grade level teachers, EL Teachers, Resource Teachers, and TA



- *District curriculum*
- *District-identified Essential Standards*

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

- *Implementation Challenge: Mentoring new staff member(s) to create teacher working relationships. Learning to co-plan and co-teach, and foster PDSA cycle.*
- *Potential Solution: Building Learning Facilitator to work with new staff, and monthly Early Release focused PLC professional development. Work on building relationships with teachers to co-plan and co-teach.*

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

- Title I & 21st Century After School Program

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: Ensuring all students receive language support at a Tier 1 level and a focused intervention for some.*
- *Support: Students will be serviced for 30 minutes three days a week to work on the Benchmark curriculum using EL strategies.*

Foster/Homeless:

- *Challenge: Basic needs are not always met.*
- *Support: CIS & Counselor will provide support to students and families to ensure basic needs are met.*

Free and Reduced Lunch:

- *Challenge: Students lack funding resources for basic needs.*
- *Support: Palmer is 100% Free and Reduced Lunch.*

Migrant:

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

**Racial/Ethnic Groups:**

- *Challenge:* Only 32% of students identified as Hispanic are at or above grade level on SBAC.
- *Support:* Track formative data across racial groups to measure if any disparities exist during the intervention.

Students with IEPs:

- *Challenge:* Students with an IEP are below grade level. Only 17% of students identified as having an IEP are at or above grade level on SBAC.
- *Support:* Students will receive push-in and pull-out support. The resource teacher co-plans and co-teaches with grade-level teachers.

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"> • Early Release Days were up 29% to 94%. • ELA Textbook Adoption was up 28% to 70% • Social Emotional Learning was up 24% to 90% • Staff Collaboration was up 22% to 85% 	<ul style="list-style-type: none"> • Quality of WCSD was down 18% to 47%. • Work Stress was up 6% to 60%
<p>Problem Statement: During the 2021-2022 school year Palmer strengthened the PLC process by engaging in backwards planning and developing exit tickets to help identify students who needed intervention and enrichment. During 2021-2022 collaborative teams were not always consistent because of exclusions. The master schedule also did not lend itself to allow for full participation of EL and resource teacher attendance at all the meetings. During the 2022-2023 school year, we are re-learning the essential standards.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Addition of SLO for the 2022-2023 school year extends the PLC process for a particular timeline. It creates an extended narrow focus in one area. • The essential standards were revised for the 2022-2023 school year. 	

Adult Learning Culture



School Goal: During the 2022-2023 school year, Palmer staff will engage weekly in the PLC process that includes EL and resource to unpack essential standards, analyze common formative assessments, and use data to inform instructional decisions. Instructional decisions include intervention groups, enrichment groups, and small group instruction to increase student achievement by at least 3% in ELA on MAP for grades K-2, and SBAC in grades 3-5.

Formative Measures:

- *Grade level SMART Goals, MAP data, SBAC DATA, PLC Meeting Notes*

Aligned to Nevada's STIP

Goal:

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

Improvement Strategy: *Implement school-wide grade-level PLCs*

Evidence Level: Tier 1 - Strong Evidence

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

- *Create a master schedule that includes: 30-minute daily grade level What I Need (WIN) time for interventions and enrichment, one hour PLC during the school day, weekly PLC time on Early Release Wednesday, Stipend one Wednesday a month to allow for an extra hour of PLC focused work, 90 minute ELA block.*
- *Create PLC notebooks for each grade level inside Teams that contain the 4-step PLC Process Template.*
- *Support from Title I during monthly "stipend Wednesdays" that focus on creating SMART goals and backward planning.*
- *Hiring of Building Learning Facilitator to support PLC process and focus on student data.*
- *Creation of a "Rise & Shine" board to highlight grade-level achievement on Essential Standards.*
- *Use of School City in both ELA & Math to formatively assess Essential Standards and intervene.*
- *Secure Title I Stipends for monthly extended PLC time.*
- *Integrate EL and resource more into grade-level collaboration.*
- *Unpack the new/updated Essential Standards.*

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

- *Master Schedule that allows for PLC during the day*
- *Funds to stipend teachers for extra PLC time*
- *Learning Facilitator to assist with backward planning and the PLC process*

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

Grade level teachers, EL Teachers, Resource Teachers, Learning Facilitator, Principal, and Vice Principal



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

- *Implementation Challenge: Mentoring & retaining new staff member(s). Building teacher working relationships. Learning how to co-plan and co-teach.*
- *Potential Solution: Building Facilitator to work with new staff, and monthly Early Release focused PLC professional development. Work on building relationships with teachers who will co-plan and co-teach.*

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

- Title I & General Budget

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: Only 26% of our students identified as EL are at or above grade level on SBAC.*
- *Support: Students will be pulled for 30 minutes three days a week to work on the Benchmark curriculum using EL strategies.*

Foster/Homeless:

- *Challenge: We had 0% test during the 2022 school year.*
- *Support: CIS & Counselor will provide support to students and families to ensure basic needs are met.*

Free and Reduced Lunch:

- *Challenge: Palmer is 100% Free and Reduced Lunch. Only 30% of our students in 3rd-5th are at or above grade level on SBAC.*
- *Support: Palmer is 100% Free and Reduced Lunch.*

Migrant:

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

**Racial/Ethnic Groups:**

- *Challenge:* Only 32% of students identified as Hispanic are at or above grade level on SBAC.
- *Support:* Track formative data across racial groups to measure if any disparities exist during an intervention.

Students with IEPs:

- *Challenge:* Students with an IEP are performing below grade level.
- *Support:* Students will receive push-in or pull-out supports and resource teacher co-plans with grade-level teachers.

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
<ul style="list-style-type: none"> • Overall, students feel the school has clear rules and feel they are trusted and treated fairly. • Overall, 86% of students feel adult support. • 63% do not feel bullied, however, down 2% from last year. • 96% of students say it is easy to get along with their teacher. • Over 75% of students know how to calm themselves down and know what their strengths are. • 71% of students feel prepared for tests which are up 25%! • Most students feel safe and happy at school. • Overall, student engagement is up 17%. • Our major events and suspensions are down from last year. • Palmer is below the district levels in many areas and ethnic backgrounds 	<ul style="list-style-type: none"> • Make sure students have the same expectations for all areas of the school. • Implement ways to help the students who have major events and suspensions. What do they need to be successful? What are their triggers? • Only 56% of students think about what happens when making a decision, however, that is up 9%. • Only 37% of students think it's easy to get through something when they are frustrated, however, it went up by 12%.
<p>Problem Statement: During the 2020-2021 school year, Palmer was unable to celebrate student success due to social distancing requirements, and the overall SEL Competency average was 63% favorable. During the 2021-2022 school year we celebrated school success, however, one-third of our students were out on distance learning and had not been in a social setting such as a school for over one year. Students were re-learning how to engage appropriately in a school setting.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Some students needed 1:1 support 	



Connectedness

School Goal: During the 2022-2023 school year we will celebrate two students per teacher for the student of the month grade-level assembly and celebrate student SEL achievement through monthly raffle tickets of the SEL standard focus. This will lead to a 2% increase in students' overall SEL competency according to the 5th-grade student survey.

Formative Measures:

- *Student Climate Survey, Attendance Data*

Aligned to Nevada's STIP

Goal:

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

Improvement Strategy: Implement SEL standards and District Adopted Curriculum (Sanford Harmony) in grades K-5. Use Conscious Discipline in Pre-K along with Frog Stree Curriculum.

Evidence Level: Tier 2 - Moderate Evidence

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

- Create a calendar of monthly assemblies
- Communication of grade-level assembly times
- Creation of Student of the Month bulletin board
- Creation of monthly SEL raffles with CIS support
- Create a calendar of monthly SEL focus topics
- Create morning announcements that focus on monthly SEL topics
- Implementation of Sanford Harmony curriculum & pacing guide school-wide
- *Creation and implementation of Counselor Guidance Lessons*
- *Retain Community in Schools (CIS) professional*
- *Teachers will pst SEL raffle tickets on classroom doors*
- *Continue to focus and increase focus in the Morning Announcements*
- *Continue consistent Guidance Lessons K-5*

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

- *Sanford Harmony Curriculum*
- *Counselor*
- *CIS professional*

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

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

Grade level teachers



- *Implementation Challenge: Implementation of new/updated SEL curriculum*
- *Potential Solution: Time is given to teachers to work on the implementation of the curriculum.*

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

- General Budget

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:* Access to academic SEL vocabulary
- *Support:* Track data around EL status to determine if disparities exist.

Foster/Homeless:

- *Challenge:* Attendance may not be consistent. Students may be focused on basic needs.
- *Support:* Track data around CIT status to determine if disparities exist.

Free and Reduced Lunch:

- *Challenge:* Palmer ES is 100% Free and Reduced Lunch
- *Support:* All students are eligible for free and reduced lunch.

Migrant:

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

**Racial/Ethnic Groups:**

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Track data around racial/minority status to determine if disparities exist.

Students with IEPs:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Track data around IEP status to determine if disparities exist.

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
Back to School Night Parent Survey	8/23/2022	<ul style="list-style-type: none">• Parents would like us to continue to focus on Reading/ELA
Safety Meeting	10/18/2022	<ul style="list-style-type: none">• Low attendance for Safety topic.• Consider a different time or format in the future
STWN Family Literacy Night	10/25/2022	<ul style="list-style-type: none">• Attendance was good because of personal contact by FACE Liason• Shared via flyer, Dojo, ConnectEd, music concert, conferences, personal conversations
Title I Meeting	11/15/2022	<ul style="list-style-type: none">• Add lessons learned after each outreach event.
STWN Family Literacy Night	12/6/2022	<ul style="list-style-type: none">• Add lessons learned after each outreach event.



Fun Math Games	1/24/2023 3	<ul style="list-style-type: none">• Add lessons learned after each outreach event.
Open Lab	2/6/2023	<ul style="list-style-type: none">• Add lessons learned after each outreach event.
STWN Family Literacy Night	2/7/2023	<ul style="list-style-type: none">• Add lessons learned after each outreach event.
STWN Family Literacy Night	4/11/2023	<ul style="list-style-type: none">• Add lessons learned after each outreach event.
Familly STEM Night	4/25/2023	<ul style="list-style-type: none">• Add lessons learned after each outreach event.
Family Engagement Night	5/9/2023	<ul style="list-style-type: none">• Add lessons learned after each outreach event.
Update after each outreach event.	Enter Date	<ul style="list-style-type: none">• Add lessons learned after each outreach event.