Washoe County

Virginia Palmer

2021-2022 School Performance Plan:
A Roadmap to Success

Virginia Palmer has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Courtney Lean for more information.

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School Designations: ☒ Title I ☐ CSI ☒ TSI ☐ ATSI ☐ Zoom ☐ Victory

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
							Enrollment Data				
School	#441	1.8%	1.1%	61.5%	1.1%	28.6%	2.5%	3.4%	14.1%	33.8%	100%
District	#61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	#496938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Academic Year	School/ District	Math Proficiency	Math Growth (MGP)	Math Growth (AGP)	ELA Proficiency	ELA Growth (MGP)	ELA Growth (AGP)	Science Proficiency	ELPA Proficiency	ELPA Growth (AGP)
						Student Performance Data				
2018	School	29.7%	42	23.1%	31.9%	46	33.6%	4%	12%	41.9%
2018	District	41.6%	52	40%	49.3%	51	51%	36.9	9.8%	57.8%
2019	School	36%	46	29.2%	41%	59	49%	9%	11.4%	55.3%

	District	40.8	50	39	49.3	51	52	36.4	10.7%	36.2%
2020	School	22%	35	21%	25%	33	26%	12%	17%	60%
	District	38%	72	47%	44%	63	57%	24%	10%	32%

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	389	384	361
District	359	345	334

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Courtney Lean	**Principal(s)** *(required)*
Jamie Schocko, Dean & Dan Marble, Building Learning Facilitator	**Other School Leader(s)/Administrator(s)** *(required)*
Emma Perkins, Tara Wise, Mary LaCombe, Stacey Saulsgiver, Keli Evans, Anita Lyons, Monique Bollman	**Teacher(s)** *(required)*

Sandra Reyes	**Paraprofessional(s)** *(required)*
Whitney Dailey	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Kelly Cruz, Resource & Carissa Brucato, ELL	**Specialized Instructional Support Personnel** *(if appropriate)*
Add rows as needed	

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Survey	10/22	85	• Parents believe our school focus should be ELA. • Parents believe attendance is important.
Parent Teacher Conferences	10/18-10/22	428	• Parents would like help/information on how to help their child be successful • Parents want to say informed about student progress

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	*Palmer SPP from 2020-2021, Grade level SMART Goals, MAP data, SBAC DATA*	*Student Climate Data, Behavior Events*	*Teacher input, Walkthroughs, PLC Meeting Notes, Master Schedule*
Problem Statement	In 2019 41% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5. 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. 2019 MAP Reading data is not appropriate for comparison due to the re-norming of the assessment.		
Critical Root Causes	*Students had large learning gaps during the 2020-2021 school year due to school closures the prior year.* *Small group interventions were not implemented during the 2020-2021 school year.* *Due to extra COVID requirements, teachers did not feel there was enough time to teach the necessary curriculum.*		

Part B

Student Success	
School Goal: By the spring of 2022 we will increase the percentage of students scoring proficient on the SBAC ELA by 3% in grades 3-5. By the spring of 2022 we will increase the percentage of students scoring in the average to high range on the MAP reading assessment by 3% in grades K-	**Aligned to Nevada's STIP Goal:** *Goal 3*

2.	

Improvement Strategy:

Implement school wide grade level "What I Need" (WIN) time for interventions and enrichment.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Ex. 4- Demonstrates a Rationale (What Works Clearinghouse puts it as level 3, but our school needs to determine this specific teacher's effectiveness).*

Intended Outcomes:

All students will receive 30 minutes of small group instruction (daily) focused on district identified Essential Standards.

Action Steps:
- *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.*
- *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 ELA Essential Standard.*
- *Identify specific students needing support.*
- *Work with teachers to set up weekly push in schedule and pull out schedule that will not interfere with Tier I instruction.*
- *Have PLC teams identify what academic (grade level) success looks like for all students.*
- *Hire TA to support WIN time.*

Resources Needed:

- *Budget for a Teacher Aide 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*
- *District curriculum*
- *District identified Essential Standards*

AP/DEAN: **Rationale:**

"All School Performance Plans are tied directly to the needs assessment that each school conducts annually when creating a yearly plan. The needs assessment includes the NSPF, school data profiles, climate survey and a site-specific needs assessment from staff. The data drives instruction and is linked exclusively to the school goals, measurable objectives, action steps and budget. Title I schools in general show a higher risk index than most non-title schools which signals more supports and evidence-based interventions, specifically in ELA and MATH. Any resources or funding needed or used for professional development and curriculum and instruction are referenced in the needs assessment".

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Challenges to Tackle:
- *Onboarding new staff member(s)*
- *Teacher working relationship*
- *Learning how to co-plan and co-teach*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Students will be serviced for 30 minutes four days a week to work on the Benchmark curriculum using EL strategies.*

Foster/Homeless: CIS & Counselor will provide support to students and families to ensure basic needs are met.

Free and Reduced Lunch: Palmer is 100% Free and Reduced Lunch.

Migrant: CIS & Counselor will provide support to students and families to ensure basic needs are met.

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs: Students will receive push in and pull out supports. The resource teacher co-plans and co-teaches with grade level

teachers.

Inquiry Area 2 - Adult Learning Culture
Part A

	Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Palmer SPP from 2020-2021, Grade level SMART Goals, MAP data, SBAC DATA, PLC Meeting Notes*	*Weekly PLC meetings, weekly newsletter, Title I PLC support, "Rise & Shine" data board*	*Master schedule, PLC notes, TA support*

Problem Statement	During the 2020-2021 school year Palmer was not able to implement interventions or share students between classrooms due to social distancing requirements. Therefore, teachers were unable to use assessments to drive interventions and implement small group instruction. During the 2021-2022 school year Palmer is strengthening the PLC process by engaging in backwards planning and developing exit tickets to help identify students who need intervention and enrichment.
Critical Root Causes	*Materials do not always align with intervention needs (Essential Standards).* *Inability to create fluid groups due to social distancing.* *Inability for teachers to meet in-person due to social distancing and not all staff worked in the building due to Distance Learning.*

Part B

Adult Learning Culture	
School Goal: During the 2021-2022 school year, Palmer staff will engage weekly in the PLC process to unpack essential standards, analyze common	**STIP Connection:** Goal 3
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.	
Improvement Strategy: *Implement school wide grade level PLCs* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 3*	
Intended Outcomes: All teachers will participate in weekly PLC meetings during the school day (in addition to Wednesday afternoons) and monthly school wide PLC meetings focusing on student success on Essential Standards.	

Action Steps:
- *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 backwards planning.
- Hiring of Building Learning Facilitator to support PLC process and focus on student data
- Creation of "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*

Resources Needed:
- *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*

Challenges to Tackle:
- *Onboarding & retaining new staff member(s)*

- *Building teacher working relationships*
- *Learning how to co-plan and co-teach*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Students will be pulled for 30 minutes four days a week to work on the Benchmark curriculum using EL strategies.*

Foster/Homeless: CIS & Counselor will provide support to students and families to ensure basic needs are met.

Free and Reduced Lunch: Palmer is 100% Free and Reduced Lunch.

Migrant: CIS & Counselor will provide support to students and families to ensure basic needs are met.

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs: Students will receive push in or pull out supports and resource teacher co-plans with grade level teachers.

Inquiry Area 3 - Connectedness
Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Student Climate Survey, Attendance Data*	*Weekly newsletter*	*Parent conferences feedback, Dojo*

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.
Critical Root Causes	*Social distancing requirements* *Inability for staff to meet in person or share materials* *Entire classes/teachers allocated to distance learning* *Lack of consistency with in-person rosters* *Lack of consistency with online attendance*

Part B

Connectedness	
School Goal: During the 2021-2022 school year we will celebrate two students per teacher for student of the month in a grade level assembly and celebrate student SEL achievement through monthly raffle tickets of the SEL standard focus. This will lead to a 2% increase of students overall SEL competency according to the 5th grade student survey.	**STIP Connection:** Goal 6
Improvement Strategy: Implement SEL standards and District Adopted Curriculum (Sanford Harmony) in grades K-5. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 1*	
Intended Outcomes: All students will be exposed to the Sanford Harmony curriculum and have an opportunity to be recognized school wide through Student of the Month assemblies and SEL raffles.	

Action Steps:
- Create 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 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*

Resources Needed:
- *Sanford Harmony Curriculum*
- *Counselor*
- *CIS professional*

Challenges to Tackle:

- *Implementation of new SEL curriculum*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Track data around EL status to determine if disparities exist.

Foster/Homeless: Track data around CIT status to determine if disparities exist.

Free and Reduced Lunch: All students are eligible for free and reduced lunch.

Migrant: Track data around migrant status to determine if disparities exist.

Racial/Ethnic Minorities: Track data around racial/minority status to determine if disparities exist.

Students with IEPs: Track data around IEP status to determine if disparities exist.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	$28,077	Student supplies and awards	Connectedness Goal
Title I	$178,265	Dean, Student Supplies, Teacher Aide, Stipends, FACE Liaison, 16 intervention sub days	Student Success Goal & Adult Learning Culture Goal
21st Century After School Program	$128,700	Team-Up after school tutoring	Student Success Goal