

Washoe County School District

Veterans Memorial ES

School Performance Plan: A Roadmap to Success

Veterans Memorial 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: Monique Madrid, Principal

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on [Click here to enter a date.](#)

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
Monique Madrid, Principal	Principal(s) (required)
Erin O'Leary, Dean of Students	Other School Leader(s)/Administrator(s) (required)
Rhonda Genz, ELD Facilitator	Other School Leader(s)/Administrator(s) (required)
Roselia Lacow, Kindergarten	Teacher(s) (required)
Kevee Doerr, 1st Grade	Teacher(s) (required)
Jennifer Segura, 2nd Grade	Teacher(s) (required)
Jackie Knaub, 3rd Grade	Teacher(s) (required)
Jennie Bowers, 4th Grade	Teacher(s) (required)
Ashley Hendrix, 5th Grade	Teacher(s) (required)
Silvia Rios, EL TA	Paraprofessional(s) (required)
Heather Brooks, Librarian	Parent(s) (required)
Click here to enter text.	Student(s) (required for secondary schools)
Click here to enter text.	Tribes/Tribal Orgs (if present in community)
Click here to enter text.	Specialized Instructional Support Personnel (if appropriate)
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/veterans_memorial_s.t.e.m._academy/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"> Veterans Memorial exited 6 EL students in 2022 on WIDA ACCESS testing. Growth was shown towards goals. 	<ul style="list-style-type: none"> More growth is necessary for our EL students on ACCESS testing- Reading, Writing, Listening, Speaking.
<p>Problem Statement: In past years, Veterans Memorial ES only exited 1 student from English Language Services (based on WIDA ACCESS scores) over three years (2019, 2020, 2021). In 2022, Veterans Memorial ES exited 6 students. There are currently 40 students within Level 3 and 15 students within Level 4 from the 2022 ACCESS results. After the 2022 ACCESS results, the school data is headed in a positive direction and growth was made, however, only 28% of growth was made toward our goal as opposed to the 75% set within the goal.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Lack of Language Acquisition in early grades (K-2) Students processing multiple languages between school and home Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards of Level 3 and 4 students across content areas 	

Student Success	
<p>School Goal: 75% of our Level 1-3.4 Level ELs will grow at least 1 point in Overall Proficiency Level and 75% of our Level 3.5-4.4 ELs will grow at least 0.5 in Overall Proficiency Level or Exit if 4 or above.</p> <p>Formative Measures: 2019, 2020, 2021, 2022 WIDA ACCESS Data SBAC Data MAP Data School City Data</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5</p>



Formative Assessments

Improvement Strategy: More focus on Language Levels and Language Acquisition during Tier 1 Instruction is needed. The ELD Facilitator will provide professional development for teachers on the use of ELlevation strategies, as well as discussion of those strategies during PLCs and ways to appropriately group students using language levels for intervention. Co-teaching opportunities will be offered for teachers using ELlevation strategies and GLAD strategies.

Evidence Level: Tier 3 - Promising Evidence

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

- Strategic planning of academic language across all content areas in PLCs (with ELD Facilitator)
- Co-teaching of language of all content standards- Coaches will focus on teaching language across all content standards (ELlevation, Go-To, GLAD strategies)
- Identify specific students needing support during PLCs and MTSS meetings.
- Work with teachers to set intervention groups (schedules) and data collection during PLCs.

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

- Maintain a balanced schedule which allows time for planning and collaboration between coaches and teachers.
- Building capacity of teachers from site coaches and WCSD (EL Department, C&I Department).
- Intervention materials and assessment schedule
- Access to ELlevation, Go-To, and GLAD strategies

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

- *Implementation Challenge:* Teacher willingness to follow PLC process and to implement ELlevation, Go-To, and GLAD strategies during Tier I Instruction. Teacher and Building Coaches working relationships and student motivation.
- *Potential Solution:* More collaboration and co-teaching between classroom teachers and ELD Facilitator; more EL Professional Development to build teacher capacity.

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

ELD Facilitator, Classroom Teachers



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

- We do not need extra funding.

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 processing of multiple languages; lack of language acquisition
- *Support:* Use of home language in curriculum documents and instruction (newcomers); Intervention groups based on language levels and needs; Specific data collection around Speaking and Writing (rubrics); Intervention groups for newcomers, along with the use of a new translating/conversation app for teachers and students to use in the classroom

Foster/Homeless:

- *Challenge:* Lack of language acquisition; Attendance- missed instruction
- *Support:* Track formative data across racial groups to measure if any disparities exist during intervention. More parent communication with teachers for support

Free and Reduced Lunch:

- *Challenge:* Lack of language acquisition
- *Support:* Track formative data across racial groups to measure if any disparities exist during intervention. Adjust intervention



groups.

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* Lack of language acquisition
- *Support:* Track formative data across racial groups to measure if any disparities exist during intervention. Adjust intervention groups.

Students with IEPs:

- *Challenge:* Collaboration between Resource teacher and General Education teachers focusing on specific goals and objectives within student IEPs; Intervention groups; Lack of language acquisition
- *Support:* Build time into the master schedule; use PLC/PD Wednesday time

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"> • Teachers had more collaboration time with site coaches. • PLCs included more student data analysis. • About half of the staff took advantage of co-teaching or meeting with site coaches to receive instructional support (strategies). 	<ul style="list-style-type: none"> • More specific data analysis over time is needed during PLCs to track student progress and interventions needed. • We want the entire teaching staff to feel comfortable to take advantage of the co-teaching and instructional supports from our site coaches. • More classroom feedback is needed using the language walk-through form (continue Learning Walks).
<p>Problem Statement: Based on the Staff Site Needs Assessment, teachers were requesting support with collecting and using student data, the PLC process (specifically regarding strategies for language acquisition during Tier 1 instruction), and student intervention groups.</p>	



Critical Root Causes of the Problem:

- Building Teacher Capacity
- Teacher willingness to co-teach with building coaches and accept classroom support
- Missed instruction and pacing issues
- Intervention issues- grouping students
- Choosing the most appropriate interventions for students based on learning needs

Adult Learning Culture

School Goal: 50% or more of the Veterans Memorial Teaching Staff will report Satisfactory feelings on the end-of-the-year Site Needs Assessment regarding coaching support.

Formative Measures:

- Site Needs Assessment (Staff)
- Student Data (WIDA ACCESS, SBAC, MAP, School City)
- Student Climate Survey

Aligned to Nevada's STIP Goal:

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



Improvement Strategy: •The school continues with the ELD Model. •The school has a Learning Facilitator on site. •Professional Development dedicated to building capacity around Student Language Levels and Language Acquisition. •Strengthening PLC process (specifically focused on data collection and next steps).

Evidence Level: Tier 2 - Moderate Evidence

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

- Strategic planning of academic language across all content areas in PLCs
- Co-teaching of language of all content standards- ELD Facilitator will focus on teaching language across all content standards (ELLEvation, Go-To, GLAD strategies)
- Identify specific students needing support- interventions.
- Work with teachers to set intervention groups (schedules) and data collection.

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

- Maintain a balanced schedule which allows time for planning and collaboration between coaches and teachers
- Intervention materials and assessment schedule
- Access to ELLEvation, Go-To, and GLAD strategies

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

- *Implementation Challenge:* Teacher willingness to follow PLC process.
- *Potential Solution:* Building strong relationships between classroom teachers and site coaches.

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

- Funding from EL Department/General Fund for ELD Facilitator allocation

Lead: *Who is responsible for implementing this strategy?*
ELD Facilitator, Classroom Teachers

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:* Struggle processing language; Lack of language acquisition



- *Support:* Track formative data to measure if any disparities exist during intervention. Adjust intervention groups based on language levels.

Foster/Homeless:

- *Challenge:* Lack of language acquisition, missed instruction
- *Support:* More parent communication and resources offered for support.

Free and Reduced Lunch:

- *Challenge:* Lack of language acquisition
- *Support:* Track formative data to measure if any disparities exist during intervention. More parent communication with teachers for support.

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* Lack of language acquisition
- *Support:* Track formative data to measure if any disparities exist during intervention. Education for teachers on students' home languages.

Students with IEPs:

- *Challenge:* Lack of language acquisition
- *Support:* Collaboration between classroom teachers and resource teachers. Revise goals and objectives in IEPs. Adjust support and groups.

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"> • School-wide PBIS system has been strengthened. • SEL lessons are being taught in the classroom. 	<ul style="list-style-type: none"> • Consistency around SEL lessons being taught in the classroom.



Problem Statement: Students at Veterans Memorial scored 54% on Self-Awareness of Self-Concept. The score is lower than the previous year, which was 66%.

Critical Root Causes of the Problem:

- Continued student exclusions; missed instruction; lack of school counselor (vacant position)

Connectedness

School Goal: Students at Veterans Memorial scored 54% (down from 66% the previous year) on Self-Awareness of Self-Concept, so our goal is to improve this overall average to 75% or higher.

Formative Measures:

- Site Needs Assessment (Staff)
- Student Data (WIDA ACCESS, SBAC, MAP, School City)
- Student Climate Survey

Aligned to Nevada’s STIP Goal:

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

Improvement Strategy: Promote student Self-Awareness and Self-Concept understanding through our school wide PBIS systems.

Evidence Level: Tier 2 - Moderate Evidence

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

- Implement SEL Competency lessons school-wide using Sanford Harmony curriculum
- Continue to strengthen PBIS systems school-wide
- Weekly SEL/Counseling/Guidance lessons on Self-Awareness and Self-Concept (Counselor)

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

- The school needs a counselor. The job is vacant with no current applicants.
- SEL Competency Information/Resources
- SEL/Counseling/Guidance Lessons and Curriculum- Sanford Harmony
- PBIS resources (Teacher-Student Buy-in, Eagle Wings, prizes, etc.)

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

Lead: *Who is responsible for implementing this strategy?*
**Classroom Teachers,
 Counselor**



- *Implementation Challenge:* Consistent PBIS systems; Student SEL understanding
- *Potential Solution:* Teacher-Student Buy-in

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

- Fundraising; Student-assistance 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:* Lack of language acquisition; Lack of SEL understanding due to processing of languages
- *Support:* Interpretation of lessons into students' home language (if available) by support staff

Foster/Homeless:

- *Challenge:* Lack of language acquisition; Lack of SEL understanding; Missing the SEL lessons due to attendance issues
- *Support:* Make-up days for SEL lessons; counselor small groups during recess and lunch times

Free and Reduced Lunch:

- *Challenge:* Lack of language acquisition; Lack of SEL understanding
- *Support:* Track formative data to measure if any disparities exist; Reteaching of SEL lessons

Migrant:

- *Challenge:* n/a
- *Support:* n/a



Racial/Ethnic Groups:

- *Challenge:* Lack of language acquisition; Lack of SEL understanding
- *Support:* Track formative data to measure if any disparities exist; More communication with families for resources needed; Interpretation of SEL lessons into students’ home language (if available) by support staff

Students with IEPs:

- *Challenge:* Lack of language acquisition; Lack of SEL understanding; Communication challenges
- *Support:* Connect SEL lessons to individual student goals and objectives in IEPs (with the help and support of the Resource teacher)

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
Title 1 Parent Presentation	9/13/2022	<ul style="list-style-type: none"> • Overview of Budgets, Student Data, Reopening Info, New SPP Process
Back-to-School Open House	9/13/2022	<ul style="list-style-type: none"> • Meet Teachers, Visit Classrooms, Ask Questions, Teachers Share Student Expectations
Parent-Teacher Conferences	10/27/2022	<ul style="list-style-type: none"> • Overview of Student Data, Goals, and Grades
Parent University Classes	Multiple Dates	<ul style="list-style-type: none"> • Learning to be a parent partner in their child’s education; Literacy support; Infinite Campus support; Educational activities to do at home; Families working together on art projects for creativity; Learning about Space with PBS KIDS