



Washoe County School District

Veterans Memorial ES

School Performance Plan: A Roadmap to Success

Veterans Memorial 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.

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School Designations: Title I

Our SPP was last updated on 09-11-23



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-Luankaw	Principal(s) (required)
Erin O'Leary, Dean of Students	Other School Administrator(s) (required)
Lisa DiNapoli, Learning Facilitator	Teacher(s) (required)
Leann (Linda) Richards, ELD Facilitator	Teacher(s) (required)
Roselia Lacow, Kindergarten	Teacher(s) (required)
Alayna Grosz, 1 st Grade	Teacher(s) (required)
Erica Linnett, 2 nd Grade	Teacher(s) (required)
Jackie Knaub, 3 rd Grade	Teacher(s) (required)
Holly Larsen, 4 th Grade	Teacher(s) (required)
Ashley Hendrix, 5 th Grade	Teacher(s) (required)
Shajmila Amin, Resource	Teacher(s) (required)
Jennie Bowers, Strategies	Teacher(s) (required)
Molly Ivans, Counselor	Counselor(s) (required)
Silvia Rios, EL TA	Paraprofessional(s) (required)
Anahi Velazquez, Strategies TA	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

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/2023



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 5 EL students in 2023 on WIDA ACCESS testing. • Growth was shown towards goals. Overall 29% of tested students showed expected growth on the ACCESS test. 18% of tested students showed the expected 1 point of growth (Level 1-3.4) and 40% of tested students showed the expected .5 point of growth (Level 3.5-4.4). 	<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. In 2023, Veterans Memorial ES exited 5 students. After the 2023 ACCESS results, the school data is headed in a positive direction and growth was made, 18% of tested Level 1-3.4 ELS made expected growth and 40% of tested Level 3.5-4.4 ELs made expected growth toward the 75% growth set within the goal.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of Language Acquisition and Foundational Skills 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 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 4.5 or above.</p> <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p>



<p>2019, 2020, 2021, 2022, 2023 WIDA ACCESS Data</p> <p>SBAC Data</p> <p>MAP Data</p> <p>iReady Data</p> <p>Formative Assessments</p>	<p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>
<p>Improvement Strategy: Continuing the use of ELlevation and GLAD Strategies during Tier I Instruction</p> <p>Evidence Level: Tier 3 - Promising 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">• Strategic planning of academic language across all content areas in PLCs (with ELD Facilitator)• More focus on Language Levels, Language Acquisition, and Literacy Foundational Skills during Tier I Instruction is needed.• Co-teaching of language of all content standards- Coaches will focus on teaching language across all content standards (ELlevation, Go-To, GLAD strategies)• 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 and 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• Implement explicit, whole-group Phonics First Instruction in Grades K-2 for one half hour per day. <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p>	<p>Lead: <i>Who is responsible for implementing this strategy?</i></p> <p>ELD Facilitator</p> <p>Learning Facilitator</p> <p>Classroom Teachers</p>



- 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)
- Phonics First Intervention materials and assessment schedule
- Access to ELlevation 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 and GLAD strategies, along with Phonics First 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. More support and fidelity checks for the Phonics First Instruction (K-2).

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

- No extra funding needed.

Resource Equity Supports¹: *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: Language processing of multiple languages; lack of language acquisition and foundational literacy skills.
- 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 translating/conversation app for teachers and students to use in the classroom.

Foster/Homeless:

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)



- Challenge: Lack of language acquisition and foundational literacy skills; 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 and foundational literacy skills
- 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 and foundational literacy skills
- 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 and foundational literacy skills
- Support: Build time into the master schedule; use PLC/PD Wednesday time

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 taking advantage of the co-teaching and instructional supports from our site coaches, focusing on grade levels with less successful student growth data. ● More classroom feedback is needed using the language walk-through form (consistent Learning Walks).
<p>Problem Statement: Based on the Staff Site Support Survey, teachers were requesting support with collecting and using student data, the PLC process (specifically regarding strategies for language acquisition and foundational literacy skills support during Tier 1 instruction), and student intervention groups.</p> <p>Critical Root Causes of the Problem:</p>	



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

Adult Learning Culture

School Goal: 70% or more of the Veterans Memorial Teaching Staff will report Satisfactory feelings on the end-of-the-year Staff Co-Teaching Support Survey.

Formative Measures:

- Staff Co-Teaching Support Survey (Staff)
- Student Data (WIDA ACCESS, SBAC, MAP, iReady)
- Student Climate Survey

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: The school will continue with the ELD Model and focused PLCs.

Evidence Level: Tier 2-3 Moderate to Promising Evidence

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

- Create a Staff Co-Teaching Support Survey.
- Continue focused PLC process, monitoring student data
- 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 and GLAD strategies)
- The school has a Learning Facilitator on site to provide co-teaching opportunities for teachers
- Professional Development dedicated to building capacity around Student Language Levels, Language Acquisition, and Foundational Literacy Skills
- Identify specific students needing support- interventions.
- Work with teachers to set intervention groups (schedules)- collection and use of data.
- Consistent Learning Walk cycles

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 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 take advantage of coaching support
- *Potential Solution:* Building strong relationships between classroom teachers and site coaches, especially since both site coaches are new to the staff/building this school year.

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 and Learning Facilitator

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

ELD Facilitator

Learning Facilitator

Classroom Teachers



allocations.

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: Struggle processing language; Lack of language acquisition and foundational literacy skills
- 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 and foundational literacy skills, missed instruction
- Support: More parent communication and resources offered for support.

Free and Reduced Lunch:

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

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● School-wide PBIS system has been strengthened- the Eagle Wings Student Store is open at least once a month. ● SEL lessons are being taught in the classroom using the Sanford Harmony Curriculum. 	<ul style="list-style-type: none"> ● Consistency and fidelity around SEL lessons being taught in the classroom.
<p>Problem Statement: Students at Veterans Memorial scored 54% on Self-Awareness of Self-Concept in 2021-2022 on the Student Climate Survey. The score was lower than the previous year, which was 66%. In 2022-2023, students scored 67%, which is an increase, but not as high as the goal of 75%.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Continued student exclusions and attendance issues; missed instruction ● Lack of school counselor in 2022-2023 (vacant position) ● Inconsistent fidelity to the Sanford Harmony Curriculum by classroom teachers 	

Connectedness



School Goal: Students at Veterans Memorial will score 75% or higher on Self- Awareness of Self-Concept on the Student Climate Survey.

Formative Measures:

- Student Data (WIDA ACCESS, SBAC, MAP, iReady)
- Student Climate Survey
- Responses to Sanford Harmony Curriculum

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- X STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Provide consistency of 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
- SEL/Counseling/Guidance lessons on Self-Awareness and Self-Concept (Counselor)
- Promote student Self-Awareness and Self-Concept understanding
- Teach the Sanford Harmony Curriculum, and Counselor-delivered Guidance Lessons

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

- The school has a counselor this school year.
- 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?*

- *Implementation Challenge:* Consistent PBIS systems; Student SEL understanding, consistent

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

**Classroom Teachers
Counselor**



- Sanford Harmony lessons
- *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

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: Lack of language acquisition and foundational literacy skills; 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 and foundational literacy skills; 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 and foundational literacy skills; 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 and foundational literacy skills; 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 and foundational literacy skills; 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)

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	8/29/23	<ul style="list-style-type: none"> • Overview of Budget, Parents Right to Know, Resources Available
Back-to-School Open House	8/29/23	<ul style="list-style-type: none"> • Meet Teachers, Visit Classrooms, Ask Questions, Teachers Share Student Expectations
Parent-Teacher Conferences	10/20/23 - 10/26/23	<ul style="list-style-type: none"> • Overview of Student Data, Goals, and Grades
Parent-Teacher Conferences	2/12/24- 2/16/24	<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 projects