Washoe County School District

Veterans Memorial S.T.E.M. Academy

2021-2022 School Performance Plan:
A Roadmap to Success

Veterans Memorial S.T.E.M. Academy 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 Monique Madrid for more information.

Principal: Monique Madrid
School Website:
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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.

Enrollment Data											
	Total	**Am In/ AK Native**	**Asian**	**Hispanic**	**Black**	**White**	**Pacific Islander**	**Two or More Races**	**IEP**	**EL**	**FRL**
School	314	0%	5%	71%	4%	16%	1%	3%	17%	42%	100%
District	#	1%	4%	42%	3%	43%	1%	6%	15%	18%	57%
State	#	0%	6%	43%	%	30%	1%	7%	%	%	%

		Student Performance Data									
		Math			**ELA**			**Science**	**ELPA**		
Academic Year	**School/ District**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Proficiency**	**Growth (AGP)**	
2018	**School**	42	52	40	49	51	51	37	12	42	
	District	24	45	27	31	54	42		14	40	
2019	**School**	41	50	39	49	51	52	36	11	36	
	District	25	39	20	34	43	40	27		33	
2020	**School**								8	41	

	District							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	342	348	336
District	359	345	334

School Continuous Improvement (CI) Team

Directions (delete prior to posting to school website): Complete the table below by listing the names and roles of the members of your school's CI team. A CI team is most effective when it includes members with a range of perspectives and backgrounds that represent the diversity of the school. Update prior to Event 1.

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
Monique Madrid, Principal	**Principal(s)** *(required)*
Erin O'Leary, Dean of Students	**Other School Leader(s)/Administrator(s)** *(required)*
Amber Ankenbauer, ELD Facilitator	**Other School Leader(s)/Administrator(s)** *(required)*
Michelle Dillon (Lampson), Learning Facilitator	**Other School Leader(s)/Administrator(s)** *(required)*
Penny West, Data Coach	**Other School Leader(s)/Administrator(s)** *(required)*
Roselia Lacow, Kindergarten Teacher	**Teacher(s)** *(required)*
Madeline Ficke, First Grade Teacher	**Teacher(s)** *(required)*
Jennifer Segura, Second Grade Teacher	**Teacher(s)** *(required)*
Jackie Knaub, Third Grade Teacher	**Teacher(s)** *(required)*

Ashley Hendrix, Fourth Grade Teacher	**Teacher(s)** *(required)*
Connor Dillon, Fifth Grade Teacher	**Teacher(s)** *(required)*
Silvia Rios, EL TA	**Paraprofessional(s)** *(required)*
Conny Munoz, Parent	**Parent(s)** *(required)*
Sussan Bowser, Counselor	**Counselor**
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add rows as needed	

School Community Outreach

Directions (delete prior to posting to school website): Complete the table below by listing events held where you engaged the school community (e.g., parents, students, local non-profits). Key takeaways may include themes heard during event 2 and/or community reactions to data presented. Each school is required to host at least one outreach session. Update after Event 2 and as your CI Team continues to engage with the community about your progress.

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
Event 2			
Title 1 Parent Presentation	08-24-21, 4:00 pm 09-02-21, 4:00 pm	1 parent(s) 0 parent(s)	Overview of Budgets, Student Data, Reopening Info, New SPP Process
Back-to-School Open House	08-24-21, 3:15-4:00 pm (3-5) 09-02-21, 3:15-4:00 pm (K-2)	54 Parents (3-5) 57 Parents (K-2)	Meet Teachers, Visit Classrooms, Ask Questions, Teachers Share Student Expectations

Parent Teacher Conferences	10-18-21 to 10-22-21; Individual Times	305 Parents/Families	Overview of Student Data and Grades
Add rows as needed			

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.

Directions (delete prior to posting to school website): The tables on the following pages are designed to be filled out as teams complete Events 3 and 4. The remaining work should be completed during Event 5 with your school's CI Team. A review of this table will allow for an outsider to understand your team's journey to establishing your school goals. See below for additional guidance.

Data Reviewed - Copy and paste data that was used during Event 3's Data Analysis & Needs Assessment Dialogue.

Problem Statement - Copy and paste your Problem Statement(s) from Event 3's Data Analysis & Needs Assessment Handout.

Critical Root Causes - Copy and paste your Critical Root Causes from Event 4's Root Cause Analysis Handout.

Goal - Copy and paste your goals from Event 3's Data Analysis & Needs Assessment Handout that the school will focus on to drive improvement efforts.

STIP Connection - Identify how the school goal is aligned to Nevada's STIP Goals. Simply insert Goal 1, 2, 3, 4, 5, or 6. Definitions and more information about STIP Goals can be found here.

Improvement Strategies - Copy and paste your Potential Solutions (Improvement Strategies) from Event 4's Root Cause Analysis Handout. If needed, use time during Event 5 to develop additional Improvement Strategies that are aligned to the goal and critical root causes.

Evidence Levels - Identify the effectiveness of the Improvement Strategies. To do this, the school will list the level of evidence that the Improvement Strategy meets, in alignment with Every Student Succeeds Act (ESSA) definitions of evidence-based interventions (see Appendix 5 in Continuous Improvement Guidance document for additional information and resources).

Intended Outcomes - Identify the expected outcomes for each of the identified Improvement Strategies when implemented.

Action Steps - Identify the actions that need to be taken for each improvement strategy to achieve the Intended Outcome(s).

Resources Needed - Identify the resources needed to implement the Improvement Strategies and Equity Supports to achieve the Intended Outcomes.

Challenges to Tackle - Identify any obstacles that may exist and need to be addressed to achieve the Intended Outcomes.

Equity Supports - Identify the supplemental strategies your school will implement to support learning and growth for all students as it pertains to the specific School Goal.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	2019, 2020, 2021 WIDA ACCESS Data SBAC Data MAP Data School City Data Formative Assessments	2020-2021 Student Climate Survey	Tier 1 Instruction (ELA- Benchmark Curriculum, Math- enVision Curriculum)
Problem Statement	Veterans Memorial only exited 1 student from English Language Services (based on WIDA ACCESS scores) over the last three years (2019, 2020, 2021). There are currently 38 students within Level 3 and 6 students within Level 4 on the 2021 ACCESS results.		
Critical Root Causes	Lack of Language Acquisition in early grades (K-2); Students processing multiple languages between school and home; (fairly) New district ELA Benchmark curriculum; Teacher capacity regarding language acquisition in Tier I Instruction- Teachers do not fully understand the language demands of the academic standards of Level 3 and 4 students across content areas; COVID protocols and guidelines		

Part B

Student Success	
School Goal: *Insert after Event 3* 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.	**Aligned to Nevada's STIP Goal:** *Insert after Event 3* *Ex. Goal 3* Goal 3 (All students experience continued academic growth.)
Improvement Strategy: *Insert after Event 4* • The school has moved to a new ELD Model.	

- Implementing more focused practice for students taking the ACCESS test (navigating the tools).
- Professional Development dedicated to building capacity around Student Language Levels and Language Acquisition.
- Strengthening PLC process (specifically focused on data collection).

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).*

4- Demonstrates a Rationale: Building Teacher Capacity and Determining Teacher Effectiveness

Intended Outcomes: *Insert after Event 4*

Within the ELD Model, the ELD Facilitator and ELD Teacher Assistant will facilitate intervention groups for students scoring Level 1-3.4 in Overall Proficiency on the ACCESS test.
ELD Facilitator will implement focused Professional Development
- For teachers using ACCESS data language scores during Tier I instruction
- Practice for students on how to navigate the tools and expectations of the ACCESS test
- Around Language Acquisition for building teacher capacity (strategies, scaffolds, etc.)
- On using Language and Speaking rubrics for individual students (data collection)
The ELD Facilitator, the Learning Facilitator, and the Data Coach are working closely with all Teaching Staff/Grade Level Teams
- Strengthen the PLC Process
- Implementing a new PLC process and document (accountability)
- Focus on Data Collection and Intervention
- Co-teaching

Action Steps: *Insert during Event 5*

- Strategic planning of academic language across all content areas in PLCs
- 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.
- Work with teachers to set intervention groups (schedules) and data collection.

Resources Needed: *Insert during Event 5*

- Maintain a balanced schedule which allows time for planning and collaboration between coaches and teachers.

- Building capacity of building coaches from WCSD coaches so teacher capacity can be built (EL Department, C&I Department).
- Intervention materials and assessment schedule
- Access to ELLevation, Go-To, and GLAD strategies
- Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.
- Language is not an intervention. EL teachers should be supporting ELs in Tier 1 instruction through whole group or small group instruction. Any pull out of students should be for Newcomers to accelerate language or provide explicit language instruction that supports Tier 1 content instruction.
- AP/Dean: "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".

Challenges to Tackle: *Insert during Event 5*
Ex.
- Teacher willingness to follow PLC process.
- Teacher willingness to implement ELLevation, Go-To, and GLAD strategies during Tier I Instruction.
- Student motivation
- Teacher and Building Coaches working relationships
- COVID guidelines and protocols- specifically exclusions and loss of instruction time.

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

English Learners: Use of home language in curriculum documents and instruction (newcomers); Specific data collection around Speaking and Writing (rubrics); Intervention groups

Foster/Homeless: Track formative data across racial groups to measure if any disparities exist during intervention.

Free and Reduced Lunch: Track formative data across racial groups to measure if any disparities exist during intervention.

Migrant: N/A

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

Students with IEPs: Collaboration between Resource teacher and General Education teachers focusing on specific goals and objectives within student IEPs; Intervention groups

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**

Data Reviewed	2019, 2020, 2021 WIDA ACCESS Data SBAC Data MAP Data School City Data Formative Assessments	2021 Site Needs Assessment (Staff) 2020-2021 Student Climate Survey	Balanced Schedule- Blocked out Specials District Curriculum Building Coaching Support WCSD Coaching Support PLC Process
Problem Statement	Based on the 2021 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. Teachers are also requesting more building coach support.		
Critical Root Causes	COVID guidelines and protocols- exclusions, missed instruction and pacing issues; Building Teacher capacity; Intervention support; Co-teaching support in all grade levels		

Part B

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.	**STIP Connection:** Goal 2 (All students have access to effective educators.) Goal 6 (All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.)

Improvement Strategy: *Insert after Event 4*
- The school has moved to a new ELD Model.
- The school has a Learning Facilitator on site.
- The school has a Data Coach on site.
- Professional Development dedicated to building capacity around Student Language Levels and Language Acquisition.
- Strengthening PLC process (specifically focused on data collection).

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*

4- Demonstrates a Rationale: Building Teacher Capacity and Determining Teacher Effectiveness

Intended Outcomes: *Insert after Event 4*
Within the ELD Model, the ELD Facilitator and ELD Teacher Assistant will facilitate intervention groups for students scoring Level 1-3.4 in

Overall Proficiency on the ACCESS test.

ELD Facilitator will implement focused Professional Development
- For teachers using ACCESS data language scores during Tier I instruction
- Practice for students on how to navigate the tools and expectations of the ACCESS test
- Around Language Acquisition for building teacher capacity (strategies, scaffolds, etc.)
- On using Language and Speaking rubrics for individual students (data collection)

The ELD Facilitator, the Learning Facilitator, and the Data Coach are working closely with all Teaching Staff/Grade Level Teams
- Strengthen the PLC Process
- Implementing a new PLC process and document (accountability)
- Focus on Data Collection and Intervention
- Co-teaching

Action Steps: *Insert during Event 5*
- Strategic planning of academic language across all content areas in PLCs
- 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.
- Work with teachers to set intervention groups (schedules) and data collection.

Resources Needed: *Insert during Event 5*
- Maintain a balanced schedule which allows time for planning and collaboration between coaches and teachers.
- Building capacity of building coaches from WCSD coaches so teacher capacity can be built (EL Department, C&I Department).
- Intervention materials and assessment schedule
- Access to ELLevation, Go-To, and GLAD strategies

Challenges to Tackle: *Insert during Event 5*
- Teacher willingness to follow PLC process.
- Teacher willingness to implement ELLevation, Go-To, and GLAD strategies during Tier I Instruction.
- Teacher and Building Coaches working relationships
- COVID guidelines and protocols- specifically exclusions and loss of instruction time.

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

English Learners: Track formative data to measure if any disparities exist during intervention.

Foster/Homeless: Track formative data to measure if any disparities exist during intervention.

Free and Reduced Lunch: Track formative data to measure if any disparities exist during intervention.

Migrant: N/A

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

Students with IEPs: Track formative data to measure if any disparities exist during intervention.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	2020-2021 Student Climate Survey 2019, 2020, 2021 WIDA ACCESS Data SBAC Data MAP Data School City Data Formative Assessments	2021 Site Needs Assessment (Staff and Families)	Parent Information Meeting Back-to-School Open House Attendance Parent-Teacher Conferences 2021 Site Needs Assessment (Staff and Families)
Problem Statement	Students at Veterans Memorial scored 66% on Self-Awareness of Self-Concept. (Lowest overall category)		
Critical Root Causes	COVID guidelines and protocols- student exclusions and missed instruction;		

Part B

Connectedness	
School Goal: *Insert after Event 3* Students at Veterans Memorial scored 66% on Self-Awareness of Self-	**STIP Connection:** *Insert after Event 3* Goal 6 (All students and adults learn and work together in safe

Concept, so our goal is to improve this overall average to 75% or higher.	environments where identities and relationships are valued and celebrated.)

Improvement Strategy: *Insert after Event 4*
Promote student Self-Awareness and Self-Concept understanding through our school wide PBIS systems.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
3- Promising: Students have a foundation at 66% overall, but more awareness and explicit teaching around Self-Awareness and Self-Concept is needed.

Intended Outcomes: *Insert after Event 4*
- Students being more aware of their own strengths and weaknesses and being able to verbalize them.
- Students being more capable of using weaknesses to have a growth mindset.
- Increased student motivation.

Action Steps: *Insert during Event 5*
- Implement SEL Competency lessons school-wide
- Strengthen PBIS systems school-wide
- Weekly SEL/Counseling/Guidance lessons on Self-Awareness and Self-Concept (Counselor)

Resources Needed:
- SEL Competency Information/Resources
- SEL/Counseling/Guidance Lessons and Curriculum
- PBIS resources (Teacher-Student Buy-in, Eagle Wings, prizes, etc.)

Challenges to Tackle: *Insert during Event 5*
- Consistent PBIS systems
- Teacher-Student Buy-in

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

English Learners: Track formative data to measure if any disparities exist.

Foster/Homeless: Track formative data to measure if any disparities exist.

Free and Reduced Lunch: Track formative data to measure if any disparities exist.

Migrant: N/A

Racial/Ethnic Minorities: Track formative data to measure if any disparities exist.

Students with IEPs: Track formative data to measure if any disparities exist.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions (delete prior to posting to school website): List the funding sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal/district funds.

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Insert during Event 5	*Insert during Event 5*	*Insert during Event 5*	*Insert during Event 5*
General Budget	$81,633	Student Supplies	1-2-3
Title I	$153,520	Funding the Dean of Students position, Student Supplies, Teacher Supplies, Warehouse Supplies, Info Tech, Books	1-2-3
21st Century Team Up	$140,198	Staffing and Benefits, General Supplies, Instructional Kits, Web-Based Programs	1-2-3