



Washoe County School District

Lincoln Park

School Performance Plan: A Roadmap to Success

Lincoln Park 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: X Title I CSI TSI TSI/ATSI

Our SPP was last updated on 09/15/2023



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
Heather Curtis	Principal
Caitlin Knobbe	Dean of Students
Bianca Crespo, Emily Wright, Sarah Verbeek, Gracie Gorman, Courtney Northington, Jessica Gorin, Joey Sandin, Lindsey Franey, Brenda Serafin, Erika Reynolds, Toni Kane, Erin Brown, Ashley Bumgardner, Gloria Comfort, Will Reeves, Christine Sauer, Jessica Strong, Kaitlynn Snyder, Tori Tennant	Grade Level Teachers
Michelle Burns, Christy Clore, Megan Yopez, Kayla Emlay, Deonna Chapman, Amanda Brice, Melissa Martin	Special Education Teachers
Kelsey Sabo	ELD Site Facilitator
Leta Medina, Lynn Price, Natasha Dhillion, Norma Martinez, Christy Simmons	Paraprofessionals
Karina Cardenas	Parents
<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/lincoln_park_elementary/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"> Lincoln Park student academic proficiency has remained constant with little fluctuation. PLC Meetings among grade levels are established and work focuses on continuous cycles of instruction. ELA interventions are focused using intervention programs that are effective and data driven. 	<ul style="list-style-type: none"> Tier I instruction needs to focus on grade level standards with scaffolding for all students to reach grade level expectations. Teachers need to articulate the success criteria for each student to identify what mastery looks like. Grade level interventions need to be completed with fidelity using student data for intervention as well as enrichment in both ELA and Math. The established school wide MTSS needs to focus on specific interventions working towards exiting students from the tiered process.
<p>Problem Statement: Overall, ELA proficiency has increased from 22% to 24% from 2022 to 2023 on the SBAC assessment. Overall, Math proficiency has decreased from 19% to 18% from 2022 to 2023 on the SBAC assessment. Strong Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades.</p> <p>Critical Root Causes of the Problem:</p> <p>A deficit mindset has created a constant state of intervention that has resulted in limited growth across all grade levels and has created significant deficits in academic proficiency.</p> <p>Lincoln Park has implemented the PLC process but struggles to differentiate between ‘Planning time’ and focused Tier I data analysis to show student improvement.</p> <p>Lincoln Park has implemented weekly MTSS meetings across all grade levels; however, students continue to be stagnant in Tier II rather than making the progress necessary to exit the tiered process.</p>	



Student attendance continues to have a major impact on student learning. Due to this, Lincoln Park seems to be always in a perpetual Tier II cycle as a primary means of instruction.

Small group interventions were not consistent across all grade levels in ELA and Math during the 2022-2023 school year. A higher focus on ELA and lower focus on Math is cause for concern.

Student Success

<p>School Goal: By June 2024, Lincoln Park will increase the overall ELA SBAC proficiency to 30% school wide. By June 2024, Lincoln Park will increase the overall MATH ELA proficiency to 27% school wide. Lincoln Park will increase the percentage of students growing adequately to ‘Catch Up’ or ‘Keep up’ with ‘Meets Standard’ (Level 3) by 20% on the ELA SBAC and 18% on the Math SBAC. *Smarter Balanced Assessment Consortium (SBAC)</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● Tier I Focused Walkthroughs ● Focused PLCs utilizing PLC tracking form. ● Site leadership team ● MTSS ● IReady 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>
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Improvement Strategy: MTSS

Evidence Level: Tier 3 - Promising Evidence

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

- *Create a master schedule that facilitates a daily 45-minute block for focused interventions in ELA and Math.*
- *Hire a long-term substitute that will commit to remaining at Lincoln Park for the duration of the school year utilizing the ESSER grant to support Tier I instruction and Interventions.*
- *Hire a Teacher Assistant utilizing Title I funding to support Tier I instruction and Interventions.*
- *Identify specific students needing interventions through IReady student grouping data based on results on the IReady diagnostic assessment.*
- *Implement a 6-week intervention cycle across grade levels.*
- *Implement a shared PLC tracking form to be utilized in all grade levels.*
- *All teachers track student data showing progress.*
- *Ensure that a schoolwide MTSS committee is meeting consistently to identify the students with the greatest need.*
- *Common planning to ensure the pacing and essential standards are consistent among grade levels using the scope and sequence within the adopted instructional materials.*
- *Use of IReady diagnostic data to pinpoint specific deficits within grade level achievement. Use this information to remediate and extend.*
- *Use of the SBAC interim assessment or items designed to align to SBAC prompts within instruction to increase exposure to vocabulary and the assessment structure.*
- *All students at Lincoln Park will receive Tier I instruction within the general education classroom. Within Tier I instruction, teachers are planning scaffolds, extensions, and foundational skills to meet the needs of all students based on formative and common assessments across all subject areas. Students with gaps in enduring standards will receive Tier II interventions based on IReady diagnostic assessment (taken 3 times a year). These interventions will increase each student's ability to access and gain proficiency in Tier I instruction.*

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

- *SBAC Data*
- *Formative and Common Assessment data.*

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

Principal
Dean of Students
Grade level Teachers
Special Education Teachers
ELD Site Facilitator
ESSER Intervention
Title I Teacher Assistant
EL Teacher Assistant



- *Teacher commitment to focused Tier I instruction and small group instruction.*
- *IReady diagnostic data to assist in establishing and monitoring interventions*
- *Title I Funding*
- *ESSER Grant Funding*
- *Commitment from a long-term sub to stay the duration of the school year.*

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

- *Implementation Challenge:* Develop a master schedule that provides adequate time for Tier I instruction including scaffolding and extension across all subject areas. Create focused Tier II interventions utilizing IReady student grouping. Create a consistent PLC focused on data, outcomes and the mastery of grade level standards. Ensure the ability to attend weekly PLC meetings with grade level teams. Splitting classes when teachers are uncovered so all students continue to get authentic Tier I instruction.
- *Potential Solution:* PLC meetings will be held prior to the school day to eliminate interruptions and/or cancellations. Hold K-1-2 PLC and 3-4-5 PLC on separate days to ensure Principal, Dean of Students and ELD Site facilitator can attend regularly.

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

- General Budget
- Title I Funding
- ESSER Grant

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

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 explicit planning for engagement of students at all ELD levels in using content-specific language within Tier I instruction, as well as a need for consistent formative data collection to monitor language progress.
- Support: Explicit planning for English Language development through co-teaching. School-wide use of ELLevations and Academic Conversations (Zwiers) strategies to clarify input, fortify output, and foster interactions in Tier 1 instruction and interventions. Provide teachers with student data using the WIDA Writing and Speaking Rubrics to assist teachers in designing supports for their EL students.

Foster/Homeless:

- Challenge: Consistency for foster/homeless students both at home and school.
- Support: Use of PBIS/SEL for all students and relationship building. Trauma aware practices are used by all staff members.

Free and Reduced Lunch:

- Challenge: Provision II Status: Schoolwide free breakfast and lunch. Breakfast in the classroom.
- Support: N/A

Migrant: N/A

- Challenge: Update during SPP Roadmap Development.
- Support:

Racial/Ethnic Groups:

- Challenge: Identifying cultural norms, building stable relationships.
- Support: Use of PBIS/SEL for all students and relationship building. Fidelity to Tier I Instructional curriculum provided by WCSD.

Students with IEPs:

- Challenge: General Education and Special Education teachers focus on solid Tier I, Tier II, and specially designed instruction to support rigorous instructional strategies.
- Support: Work towards increasing push-in time focusing on supporting Tier I instruction by co-teaching and modeling within the general education classroom. The students on an IEP will receive Tier II instruction as well as Specially Designed Instruction within the resource room. Receiving Tier II instruction based on formative and common assessments will increase each student's ability to access and gain proficiency in Tier I instruction.



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">● PLC Meetings among grade levels are focused and drive instruction.● Strategic and purposeful scheduling across grade levels.● Implementation of the ELD Site Facilitator among all grade levels.	<ul style="list-style-type: none">● Targeted small group instruction
<p>Problem Statement: Overall ELA proficiency for students receiving EL services has decreased from 13% to 12% from 2022 to 2023 on the SBAC assessment. Overall math proficiency for students receiving EL services has increased from 13% to 14% from 2022 to 2023 on the SBAC assessment.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">- Engagement Strategies and Differentiation differ across grade levels.- Lack of focus on EL Strategies within the classroom.- Lack of Academic Conversations between students.- Lack of focus on academic vocabulary to support EL learners.- EL focus across grade levels became stagnant.- Incorporating EL concerns within the MTSS structure was not implemented.	

Adult Learning Culture



School Goal: By June 2024, Students designated as receiving EL services will increase ELA proficiency to 20% and will increase Math Proficiency to 20% on the SBAC assessment. By June 2024, EL students will increase proficiency on the WIDA ACCESS assessment to increase the number of students showing 0.5 overall growth from 29% to 35%.

Formative Measures:

- Walkthrough data and observations
- Focused PLCs utilizing PLC tracking form.
- Vertical PLCs
- Site leadership team
- MTSS
- IReady

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: PLC

Evidence Level: Tier 3 - Promising Evidence

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

- Grade level teams will meet for one hour block of time weekly.
- Common planning to ensure the pacing and essential standards are consistent among grade levels using the scope and sequence within the adopted instructional materials.
- Review assessment data for purpose of reteaching, extension, and interventions.
- Review upcoming common assessments, review results, and create reteach/extension activities.
- Focus on the PLC Four Guiding questions.
- Use of IReady diagnostic data to pinpoint specific deficits within grade level achievement. Use this information to remediate and extend.
- *Implement a shared PLC tracking form to be utilized in all grade levels.*
- The Dean of Students (assuming the role of Learning Facilitator) will work with grade level teams and individual teachers on the implementation and differentiation of strategies during Tier 1 instruction.
- The Learning Facilitator and ELD Site Facilitator will provide support through grade level team meetings, coaching, modeling strategies and/or co-teaching opportunities.

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

- Principal**
- Dean of Students**
- Grade level Teachers**
- Special Education Teachers**
- ELD Site Facilitator**
- ESSER Intervention**
- Title I Teacher Assistant**
- EL Teacher Assistant**



- The Learning Facilitator and ELD Site Facilitator will present strategies to the staff during professional development.
- Lincoln Park will create and maintain authentic PLCs with the intention of building a collaborative culture focused on improving instruction to support student learning. Through this process, we expect to see student growth and achievement increase in all academic areas. The Dean of Students (assuming the role of Learning Facilitator) will focus on coaching and modeling opportunities with teachers to increase overall Tier I instruction and assist in the design of Tier II interventions. The English Language Development Site Facilitator will provide coaching and modeling of ELLevations strategies and Academic Conversations that focus on engagement and differentiation for all learners.

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

- Structured time within weekly grade level PLC's, Wednesday early release and individual teacher meetings with the and the ELD site facilitator.
- Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework, GLAD, Academic Conversations or ELLevations training.
- Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials.

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

- *Implementation Challenge:* Limited time during weekly grade level PLC's and Wednesday early release. Adding to the number of things that teachers already must complete.
- *Potential Solution:* PLC meetings will be held prior to the school day to eliminate interruptions and/or cancellations. Hold K-1-2 PLC and 3-4-5 PLC on separate days to ensure Principal, Dean of Students and ELD Site facilitator can attend regularly.



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

- General Budget
- Title I Funding
- ESSER Grant

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: Teachers lack the understanding of English Language Development levels therefore they have difficulty developing engagement strategies and assessment that meet the individual needs of their English Language learners.
- Support: English Language Development facilitator will attend weekly PLC meetings to provide resources for all teachers at Lincoln Park. The ELD facilitator will provide school-wide professional development on the WIDA framework, connect and guide teachers to the ELLevations strategies and Academic Conversations (Zwiers) strategies. Structured coaching with ELD facilitator to build capacity in planning and implementing instructional strategies for multilingual learners (MLLs).

Foster/Homeless: N/A

- Challenge: N/A



- Support: N/A

Free and Reduced Lunch: N/A

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

Migrant: N/A

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

Racial/Ethnic Groups:

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

Students with IEPs:

- Challenge: General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.
- Support: Shift the model in which we provide services to special education students within Tier I instruction by co-teaching within the general education classroom. The Special Education teachers will attend weekly grade level PLC meetings to provide resources and insight into strategies that will be most effective for our students on an IEP. The Special Education teachers will use data from the PLC monitoring tool to identify areas in need of teacher support.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Effective attendance monitoring across all grade levels. • Site based 20-day monitoring. 	<ul style="list-style-type: none"> • Parent involvement • Ability to get ahold of parent/guardians.
<p>Problem Statement: The Student Climate Survey overall student engagement indicated that 24% of our students do not feel engaged in school.</p>	



Critical Root Causes of the Problem:

- Overall Chronic Absenteeism for students Kindergarten through 5th grade was 18% for the 2022-2023 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 35%, the highest of all subgroups. Student engagement during the 2022-2023 school year was challenging for all students and student exclusions have had a major impact in student learning.

Connectedness

School Goal: The Student Chronic Absenteeism rate will be reduced from 18% to 13% by June 2024.

Formative Measures:

- Attendance data
- Site leadership team
- MTSS

Aligned to Nevada’s STIP Goal:

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



Improvement Strategy: PBIS

Evidence Level: Tier 3 - Promising Evidence

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

- The dean of students and counselor will monitor student attendance by running weekly attendance reports.
- The dean of students and counselor will communicate with parents regarding student 20-day monitors.
- The attendance clerk will call daily for all students whose attendance is not verified for that day.
- Create a reinforcement system for students regarding attendance and progress.
- Home Visits
- Work with students and families to provide interventions and support that is a community message focusing on the importance of school.
- The school will celebrate students with appropriate attendance through ROAR awards and student recognition. The school will institute site based 20-day monitors for students that are identified as chronically absent. The school will provide resources to parents to help support their students to decrease student attendance issues.

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

- Infinite Campus attendance reports
- Attendance letters and 20-day monitor paperwork
- Staff training to align procedures

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

- *Implementation Challenge:* Parents not disclosing the actual reason for an absence. Incorrect phone numbers and addresses in Infinite Campus. Time to complete all tasks regarding attendance within the school day
- *Potential Solution:* Stipend appropriately for work completed outside of work hours.

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

- General Budget

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

Principal
Dean of Students
Counselor
Administrative Secretary
Attendance Clerk
Grade level Teachers



- Title I funding
- ESSER Grant

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?*

Lincoln Park believes that this is a schoolwide issue and is not singular to one specific group of students. This is a community-based issue where there is a belief that absences do not impact education. We at Lincoln Park work to ensure our interventions and support given to students and families are a community message focusing on the importance of school.

English Learners: N/A

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

Foster/Homeless: N/A

- Challenge: N/A



- Support: N/A

Free and Reduced Lunch: N/A

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

Migrant: N/A

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

Racial/Ethnic Groups: N/A

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

Students with IEPs: N/A

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

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
<p><i>Update after each outreach event.</i></p> <p>Weekly Foodbank</p>	<p><i>Enter Date</i></p> <p>Every Thursday</p>	<p>Foodbank: we are learning about what items our families need in their households and when we place our orders with the foodbank, we are selecting the items that are on-demand. We provide opportunities on other days, as</p>



5 th Grade Outreach Night	<i>8/17/2023</i>	necessary.
Open House	<i>8/22/2023</i>	5 th grade outreach night: Parents want to know what their students are learning and appreciate resources and instruction on ways they can help their children at home
Morning Cup of Coffee	<i>8/24/2023</i>	
Morning Cup of Coffee	<i>10/18/2023</i>	Open House: Alternative schedule may be more successful in getting more families. We are considering offering a time during the school day where parents can visit their child's classroom. We would also like to provide an incentive for families to attend.
RCOP Sponsored Sporting Events	<i>10/1/2023</i>	
RCOP Sponsored Reno Philharmonic	<i>9/22/2023</i>	Morning cup of coffee: Introduction to the FACE so families know who they can go here. Parents learned about supports the school offers. Morning Cup of Coffee: Parents learned about how the school uses Title I resources. RCOP Sporting Event: families attended and had a great time RCOP Philharmonic: Families attended and had a great time. Looking for more opportunities to involve more families.