# Washoe County School District

# Glenn Duncan STEM Academy

## School Performance Plan: A Roadmap to Success

*Glenn Duncan STEM Academy 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:** Ryan G Smith, Jody Walker
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**Email:** Duncan@washoeschools.net
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**School Designations:** ✔ Title I ✔ CSI ☐ TSI ☐ TSI/ATSI

*Our SPP was last updated on October 14, 2022*

# 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 |
|---|---|
| Ryan G Smith, Jody Walker | **Principal(s)** *(required)* |
| Amy Benham, Gary Stone, Mariangeles Yossen | **Learning Facilitator, Data Coach, ELD Facilitator** |
| Jade Hinds, Adam Inglis | **Teacher(s)** *(required)* |
| Aaron Arañas, Maria Martinez Aguilar | **Paraprofessional(s)** *(required)* |
| Michelle Montano | **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/glenn_duncan_s.t.e.m._academy/2021*

# 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** |
| • ACCESS Scores, growth in 4th grade math, school-based data measures such as DRA that indicate that students are able to decode words on grade level, Schoolwide PBIS system, steady increase in developmental reading schools across all grade levels. | • Overall proficiency growth in ELA and Math, increase SGP for all students, in crease EL exit rates for 4th and 5th grades, conistent exposure to grade-level standards. |

**Problem Statement:** READING - There is a significant gap between Duncan proficiency on SBAC and similar school and district proficiency on SBAC. LANGUAGE – There is a significant gap between our Listening performance on ACCESS vs. our Reading and our Overall performance.

**Critical Root Causes of the Problem:**

- Lack of exposure to grade level curriculum including inconsistent rigor within classrooms – some grade levels introducing similar standards that are 1-2 grade levels below the expectation of the current/expected standard.
- Higher percentage of teacher-led discussion and teacher-driven lessons vs. student ownership of learning.
- Learners spend more time practicing foundational skills than true reading comprehension skills.
- Some grade levels are not asking/requiring students to read grade-level materials independently.
- Limited vertical alignment discussions during planning.
- Teachers spend more time teaching foundational skills.

| Student Success | |
|---|---|
| **School Goal: READING** – As measured by our reading level assessments (as measured by ORF and Running Record), 75% of students will make 1 year of progress on reading level from August – June as measured by their DRA reading level. **LANGUAGE** – 75% of Level 1-3 will grow by 1 proficiency level on | **Aligned to Nevada's STIP Goal:** <br> ☐ STIP Goal 1    ☐ STIP Goal 2 <br> ✔ STIP Goal 3    ☐ STIP Goal 4 <br> ☐ STIP Goal 5 |

| | |
|---|---|
| **ACCESS (equivalent to 1 year of growth). 75% of level 3.1 and above will grow by 0.5 proficiency level on ACCESS (equivalent to 1 year of growth).**<br><br>**Formative Measures:**<br>• ORF, Running Record, DRA, ACCESS | |

| | |
|---|---|
| **Improvement Strategy:** Utilize resources like RAZ-Kids, Reading Plus, and ELLEvations. In addition, we will utilize student and teacher data binders to monitor student improvement.<br><br>**Evidence Level:** Tier 3 - Promising Evidence<br><br>**Action Steps:** *What steps do you need to take to implement this improvement strategy?*<br>• *Constant and consistent awareness of student achievement in reading and refinement of instructional practices and priorities as a result of said student achievement and progress (or lack thereof).*<br>• Providing school-wide data collection materials and individualized student data binders.<br>• Requiring Beginning, Middle, and End of Year school-wide language data collection (Oral Reading Fluency, Independent Reading Level).<br>• *Identify specific students needing support.*<br>• *Prioritizing teacher reflection of student data/assessment results during teacher collaboration time.*<br>• *Have teachers identify what success looks like for students working with resource teacher, intervention supports, etc…*<br>• *ELD, Data Coach, and/or LF attend grade level PLC meetings each week and support school-wide instructional priorities to include selection of academic language strategies and scaffolds (ELLevation, GO TO Strategies, GLAD)*<br>• *Targeted professional development.*<br>• *3 Data Meetings throughout the year – B, M, EOY with administrative evaluator.*<br>• *Team Up after school where data and progress can be monitored using RAZ kids and Dreambox.*<br><br>**Resources Needed:** *What resources do you need to implement this improvement strategy?*<br>● *Binders and materials for each teacher***.**<br>● *Master schedule with instructional minutes allocated appropriately.*<br>● *Differentiated ELA curriculum materials, pacing guide.*<br>● *Access to the ELLevation platform.* | **Lead:** *Who is responsible for implementing this strategy?*<br>**School Administrators, Learning Facilitator, Data Coach, ELD Facilitator, Teachers** |

- *ELD, Data Coach, LF coaching supports.*
- *Sub days for data meetings.*
- *Stipend money to extend PLC time.*
- *Assistant principal to help monitor and track data from an evaluative lens.*

- *FACE Liaison*

- *Kinder Amiga*
- ELD Assistant

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Administrative duties are sometimes not focused on instruction and adversity to authentic feedback.
- *Potential Solution:* Full office staff will help reduce non-instructional administrative duties. Learning Walks will focus on providing teachers with authentic feedback based on classroom observations.

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

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**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:* Inconsistent data for language samples in reading and writing.
- *Support:* Implement use of learning strategies that provide language acquisition.

**Foster/Homeless:**
- *Challenge:* Chronic absenteeism
- *Support:* Weekly attendance meetings with Principal, Counselor, and Truancy Officer to implement MTSS attendance supports.

**Free and Reduced Lunch:**
- *Challenge:* N/A

- *Support:* N/A

**Migrant:**
- *Challenge:* N/A
- *Support:* N/A

**Racial/Ethnic Groups:**
- *Challenge:* N/A
- *Support:* N/A

**Students with IEPs:**
- *Challenge:* N/A
- *Support:* N/A

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** |
| • Relationships and culture is very positive at school, evaluations are normally in the effective or highly effective range, equitable distribution of performance data in each classroom | • All staff members should have higher expectations for all students, consistent feedback based on lesson plans and implementation of rigorous instruction, PLC to be more teacher led, but still maintain high-level planning to include standards, strategies, and assessments. |

**Problem Statement:** There is a large percentage of teachers who believe students cannot engage in grade-lvel content successfully.

**Critical Root Causes of the Problem:**
- PLCs and teacher teams to not focus on the HOW of instruction and rather focus on the WHAT.
- Vulnerability of teachers saying "I don't know" when they are unsure about teaching a certain skill or content area.
- Teacher teams are still planning week by week and day by day instead of unit by unit.
- Teachers unsure how to utilize results from District Common Assessment to inform instructional practices and planning moving forward.
- Teachers pick and choose which elements of the curriculum to teach with students and therefore skip highly important components –

like the reading skills associated with the close read.
- The curricular materials provided do not provide lessons for reading skills within the teaching materials, even though our students demonstrate that need.
- Teachers focus heavily on pacing calendars and district calendars from a coverage standpoint instead of a standards and learning outcomes focus.
- Increased feeling of accountability for coverage because of District Common Assessments.
- There is a large range of current achievement levels within each classroom to plan for.
- There are large gaps in understanding due to previous transiency and poor attendance in lower grades to plan and account for.

| Adult Learning Culture | |
|---|---|
| **School Goal:** Increase the overall percentage of teachers who believe students can engage in grade-level content successfully to at least 65% (a 27% increase from the current Insight data). <br><br> **Formative Measures:** <br> • *School Insight Data* | **Aligned to Nevada's STIP Goal:** <br> ☐ STIP Goal 1   ☐ STIP Goal 2 <br> ☐ STIP Goal 3   ✔ STIP Goal 4 <br> ☐ STIP Goal 5 |
| **Improvement Strategy:** *PLC and Individualized Coaching (unit planning beginning with the assessment and the essential standards, selecting curriculum to support our goals, selecting academic language and planning what, why and how we are teaching)* <br><br> **Evidence Level:** Tier 3 - Promising Evidence <br><br> **Action Steps:** *What steps do you need to take to implement this improvement strategy?* <br> • Teach instructional practices that allow all students to successfully engage with grade level content. <br><br> ● *Professional Development for effective ELA planning (unit planning beginning with the assessment and the essential standards, selecting curriculum to support our goals, selecting academic language and planning what, why and how we are teaching)* <br><br> ● *Instructional Rounds (2 times per year)* <br><br> ● *PLC and Individualized Coaching (unit planning beginning with the assessment and the essential standards, selecting curriculum to support our goals, selecting academic* | **Lead:** *Who is responsible for implementing this strategy?* <br> **School Administrators, Learning Facilitator, Data Coach, ELD Facilitator, Teachers** |

*language and planning what, why and how we are teaching)*

- *Walk Throughs and Observational Feedback (grade level and individualized).*

- *Weekly lesson plan review by assistant principal with feedback to teachers regarding standards and assessments.*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*
- *Subs for instructional rounds and professional development days*

- *District specialist support for instructional rounds.*

- *Time and resources available for professional development opportunity.*

- Access to ELLevations platform.

- ELD, Data Coach, and LF coaching supports.

- Assistant Principal for evaluative observation and feedback of teaching and weekly feedback on lesson plans

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Lack of ownership in student progress of data (from teachers and students) and misperception of the level of success between where students are actually achieving and grade-level expecations.
- *Potential Solution:* Focus all lesson planning on grade-level standards and content. Using Learning Walks to focus on engaging, grade-level instruction.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Title I, ESSER 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:* Language barriers can make it challenging for ELD students to access grade-level content in English.
- *Support:* ELD Facilitator and Assistant work with students in small groups to improve language acquisition.

**Foster/Homeless:**
- *Challenge:* Chronic absenteeism
- *Support:* Counselor and Principal will implement a system to focus on MTSS for attendance.

**Free and Reduced Lunch:**
- *Challenge:* N/A
- *Support:* N/A

**Migrant:**
- *Challenge:* N/A
- *Support:* N/A

**Racial/Ethnic Groups:**
- *Challenge:* N/A
- *Support:* N/A

**Students with IEPs:**
- *Challenge:* N/A
- *Support:* N/A

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** |
| • PLC is built into the master schedule, teacher attendance and retention is very high, classroom dedicated to PLCs with goals and student data displayed | • Consistent messaging on purpose and goals of PLCs, PLCs being more teacher led, using data to inform decisions |
| **Problem Statement:** Teachers are not viewing the allotted PLC time within the master schedule and the Wednesday Early Release time as 100% | |

valuable.

**Critical Root Causes of the Problem:**
- Teachers are planning the 'what' and not the 'how' and 'why', comfort with expressign lack of understanding, there are a lot of compliance-driven tasks that limit teacher time in PLC and in planning, we have one new data coach.

| Connectedness |
|---|

| School Goal: Increase teacher responses on Staff Climate & Safety Survey to 90% of teachers believing that time spent collaborating with colleagues is productive (a 10% increase from last year's Staff Climate & Safety Survey)<br><br>**Formative Measures:**<br>• Staff Climate and Safety Survey | **Aligned to Nevada's STIP Goal:**<br>☐ STIP Goal 1    ☐ STIP Goal 2<br>✔ STIP Goal 3    ☐ STIP Goal 4<br>☐ STIP Goal 5 |
|---|---|
| **Improvement Strategy:** Modeling and supporting the PLC process<br><br>**Evidence Level:** Tier 3 - Promising Evidence<br><br>**Action Steps:** *What steps do you need to take to implement this improvement strategy?*<br>● *Embed a coach within every PLC/planning meeting for each grade level.*<br><br>● *Increased urgency in planning for improved student outcomes by unit instead of daily or weekly planning.*<br><br>● *Revisit meeting norms 3 times per year.*<br><br>● *Weekly lesson plan review by assistant principal with feedback to teachers regarding standards and assessments discussed and planned during grade level collaborative team meetings.*<br><br>● *Site Administrators attend grade-level PLCs to offer support and coaching when needed.*<br><br>● *Grade level alignment walk throughs and data.* | **Lead:** *Who is responsible for implementing this strategy?*<br>**School Administrators, Learning Facilitator, Data Coach** |

**Resources Needed:** *What resources do you need to implement this improvement strategy?*
- Learning Facilitator, Data Coach, ELD Facilitator, Assistant Principal, Stipends for PLC Extension for additional hours

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* teacher working relationship, protecting the PLC time with limited interruptions, team roles and agendas not followed during PLC time.
- *Potential Solution:* Foster positive relationships between staff members, putting the PLCs on the master calendar, using an agenda to stay focused during PLC time.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Title I, ESSER 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:* N/A
- *Support:* N/A

**Foster/Homeless:**
- *Challenge:* N/A
- *Support:* N/A

**Free and Reduced Lunch:**
- *Challenge:* N/A
- *Support:* N/A

**Migrant:**
- *Challenge:* N/A
- *Support:* N/A

**Racial/Ethnic Groups:**
- *Challenge:* N/A
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**Students with IEPs:**
- *Challenge:* N/A
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Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
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# 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 |
|---|---|---|
| Kindergarten / Pre K Q&A with Parents | 8/22/2022 | • Next year we will create a more formalized agenda for families. We will also advertise this event on our social media and Blackboard Connect |
| Back To School Night | 8/23/2022 | • The feedback was positive regarding the format. Families appreciated all of the community partners we included in the event. |
| Duncan P.O.D – Youth Screen Time, social media, and internet safety | 9/29/2022 | • This was our most attended event of this type. Families asked if we would add more throughout the school year and we did. |
| Fall Conference Week | 10/21/2022 | • Another successful event with high participation from Duncan families. |
| Día De Los Muertos Fall Festival | 11/2/2022 | • TBD |
| Duncan P.O.D. – Dangers of Vaping | 11/17/2022 | • TBD |

| Coffee with Mr. Smith | 11/18/2022 | • TBD |
|---|---|---|
| Duncan P.O.D. – Attendance Importance and Strategies | 12/1/2022 | • TBD |