



## Washoe County School District

# Mount Rose K-8

### School Performance Plan: A Roadmap to Success

*Mount Rose K-8 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:** Krissy Brown

**School Website:** [Mount Rose / HOME \(washoeschools.net\)](https://www.washoeschools.net/mount-rose/home)

**Email:** [kbrown@washoeschools.net](mailto:kbrown@washoeschools.net)

**Phone:** (775) 333-5030

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on August 30, 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
Krissy Brown	<b>Principal</b>
Lani Xander (AP), Candice Rutledge (Counselor)	<b>Other School Administrator(s) (Assistant Principal)</b>
Julio Sieiro, Marissa Shaffer	<b>Teacher(s) (6<sup>th</sup> grade and Kindergarten teachers)</b>
Chanda Callao	<b>Paraprofessional</b>
Veronica Rodriguez	<b>Parent</b>
Mateo Diaz	<b>Student (8<sup>th</sup> grader)</b>
Deland Hinkey	<b>Tribes/Tribal Orgs (Fort McDermitt Paiute Shoshone Tribe)</b>
Cristy Fernandez	<b>Specialized Instructional Support Personnel (Dual Immersion Specialist)</b>

# 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 [\(Add a link to the school's School Rating Report.\)](#)



# 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"> <li>ES ELA (English Language Arts) Proficiency 65%; Middle School Math Proficiency 71%</li> </ul>	<ul style="list-style-type: none"> <li>ELA FRL 49%; ELA IEP 27%; ELA EL 50% · Math FRL 51%; MATH IEP 22%; MATH EL 26%</li> </ul>
<p><b>Problem Statement:</b> ELA and Math Proficiency in Elementary School (K-5) needs to increase</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Teacher’s need of knowledge, understanding and skill to consistently implement high-yield instructional strategies</li> <li>Identify students struggling with ELA curriculum in a more timely and effective process.</li> <li>Need of school-wide focus on success criteria for students with a clear understanding and implementation of high-quality Tier1Instruction</li> <li>Need of Tier 1 instruction occurring in all classrooms to provide equitable access to grade level materials and NVAC Standards.</li> <li>A need of scaffolds and supports that assist students in comprehending learning and assist students in transferring that learning into other content areas</li> <li>Lack of school-wide implementation of student directed learning for critical thinking skills in ELA and Math</li> <li>Need for additional differentiation in all classrooms</li> <li>We have multiple assessments and reports to evaluate each student’s needs, but we need to be able to synthesize the results and apply information more effectively.</li> </ul>	



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**Student Success**

<p><b>School Goal:</b> As measured by the SBAC, we will increase our overall proficiency levels in Elementary School by 10% in ELA and 7% in Math. ELA and Math FRL Subgroups will increase by 5%; ELA and Math IEP with increase by 10%; and EL ELA and Math Subgroups will increase by 10%. Overall growth in ELA will improve by 10%.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>• PLC Common Assessment Data, Teacher made assessments to align with SBAC using Standards and Backward Lesson Planning in both regular and Vertical PLC's</li></ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p>x STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5    <input type="checkbox"/> STIP Goal 6</p>
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**Improvement Strategy:** Effectively manage Multi-Tiered System of Supports (MTSS) to ensure students needing additional support or resources are identified early in their educational experience.

**Evidence Level:** Tier 2 - Moderate Evidence

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

- Use ESSR funds to hire an intervention teacher who is bilingual if possible.
- Identification of as well as Intentional and strategic support of students struggling with ELA Essential Standards. Provide opportunities to faculty to observe high functioning PLC's and observing their peers instructional practice around ELA instruction.
- Identify students struggling with ELA curriculum in a more timely and effective process
- Collaborate with MTSS team to identify students that are nonproficient in ELA Essential Standards.
- Identify curriculum resources for interventions.
- Identify/create tools of measurement to determine proficiency.
- Use of ACCESS data to drive instructional decisions, as well as WIDA speaking and writing rubrics and common assessments in ELA and Math.

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

- Budget for teacher · Differentiated math curriculum materials, pacing guide.

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

*Principal and assistant principal*



- Whole staff professional development on WIDA, ACCESS Scores, EL strategies, iReady and new curriculums.

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

- Implementation Challenge: Finding financial resources given limited budget
- Potential Solution: ESSR funding, Grants, PTA
- Implementation Challenge: Hiring a quality candidate in a short timeline
- Potential Solution: Look at preferred sub list
- Potential Solution: Deepen staff knowledge of the MTSS process.
- Potential Solution: Collaborative planning meetings with EL teacher and Sped teachers.

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

- ESSR
- Grants/PTA funding

**Resource Equity Supports<sup>1</sup>:** *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 barriers and Growth Mindset versus fixed mindset for some of the students.*

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<sup>1</sup> “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)



- Support: *Hiring bilingual staff. Continue to monitor attendance, language development, and assessment continue to monitor through the MTSS and PLC process, collaboration with EL teacher and Bilingual Interventionists.*

**Foster/Homeless:**

- Challenge: *Attendance issues, resources and Growth Mindset versus fixed mindset for some of the students.*
- Support: *Work with providing McKinney Veto Act Resources.*

**Free and Reduced Lunch:**

- Challenge: *Resources for students.*
- Support: *Counselor to provide resources and information*

**Migrant:**

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

**Racial/Ethnic Groups:**

- Challenge: *Lack of cultural competency among staff*
- Support: *Cultural competency awareness/SEL practices. Ensure that professional development and training is provided to staff on how to communicate with families in a way that is culturally competent.*

**Students with IEPs:**

- Challenge: *Lack of differentiated instruction and materials.*
- Support: *Continue to monitor through the MTSS and PLC process, collaboration with classroom teacher, Counselor and Sped teacher. Effectively manage Multi-Tiered System of Supports (MTSS) to ensure students needing additional support or resources are identified and implemented.*

## Inquiry Area 2 - Adult Learning Culture

### Adult Learning Culture



Areas of Strength	Areas for Growth
<ul style="list-style-type: none"><li>● PLCs meet weekly and PLC logs are uploaded into TEAMS by most grade levels. Early release time weekly. PLC structure exists and is in work. High expectations for ourselves and our students leads to success at high levels .</li></ul>	<ul style="list-style-type: none"><li>● Middle School PLC needs growth. PLC implementation often only got to common planning, teachers rarely looked at data. While teachers were familiar with setting their own professional and student achievement goals, not all students are aware of their progress nor are they setting their own goals.</li></ul>
<p><b>Problem Statement:</b> Mt. Rose teachers work within a collaborative team structure/PLC model. In order to meet the needs of all learners, we need to balance transparency, accountability and support within our school. We must improve our PLC process to meet the needs of all learners. We must also build the instructional capacity of staff to meet the needs of an increasingly diverse population. To do this, we need to refine our data process, share high-yield instructional practices within and across grade level teams, and both proactively and responsively support the work of teachers.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"><li>● Due to the schedule and nature of our K-8 Program, it directly impacts our ability to vertically align our PLC efforts. Teams have regularly shared data following common formative assessments. The data that teams share is sometimes limited to overall performance on the common formative assessments. Planning and data analysis demands are impossible to accomplish in Wednesday early release alone.</li></ul>	

Adult Learning Culture





<p><b>School Goal:</b> We will continue to refine and build upon our PLC's with the use of cycle of improvement, the intention of focusing on learning for students, building a collaborative culture, and maintaining an intense focus on student achievement. Our process will begin with essential ideas such as: what we will plan for, what we will monitor, what interventions will be in place, and how we will assess. Through this process we expect to see student achievement grow in all academic areas as well as seeing a decline in behavioral/discipline areas.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>• PLC Data weekly, Discussion of student work, staff surveys and PLC notes</li></ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input checked="" type="checkbox"/> STIP Goal 2</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><b>Improvement Strategy:</b> Develop professional learning community protocols, directed focus on data and cycle of, continuous improvement.</p> <p><b>Evidence Level:</b> Tier 3 - Promising Evidence</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>• PLC time will be built into Master Schedule to allow for grade levels to meet 1 hour per week for PLC's</li><li>• Plan quarterly Tier 2 PLC data meetings to discuss student data and intervention needs</li><li>• Grade level teachers will meet during PLC time and Assistant Principal and/or Principal will attend, when possible, along with EL and Special Education teacher</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i></p> <p><i>Principal, assistant principal, and certified teachers</i></p>



- We will establish guidelines and create non-negotiables with the intention to create a culture of collaboration and student success.
- Each PLC group will discuss essential questions, focus on data, standards, and curriculum. PLC's will share and discuss instructional practices, interventions, common assessments and determine best ways to help every student achieve at grade level or above.
- Early Release Wednesdays times to meet with grade levels/Vertical alignment.

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

Certified Teachers, common assessment data (MAP/iReady); master schedule creation, more technology devices (ie. Laptops/iPads)

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

- *Implementation Challenge:* Finding financial resources given limited budget. Hiring a quality candidate on a short timeline. Lack of technology devices to support 1:1/small group instruction.
- *Potential Solution:* Increase number of computers through fundraising and grants, fundraising, partnering with HR

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

- ESSR

**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: Language barrier
- Support: Use translators and hire additional staff

### **Foster/Homeless:**

- Challenge: Attendance and lack of resources
- Support: Provide information and resources through Counselor and Social worker

### **Free and Reduced Lunch:**

- Challenge: Lack of resources
- Support: Provide resources through counselor

### **Migrant:**

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

### **Racial/Ethnic Groups:**

- Challenge: Lack of cultural competency among staff
- Support: Provide cultural competency training

### **Students with IEPs:**

- Challenge: Not having additional staff puts an additional burden on the classroom teacher.
- Support: Intervention support from Resource Teacher and Interventivist. Cultivate a public-friendly Special Education department where Sped teacher is approachable to seek out resources, curriculum ideas, as well as SEL practices to support our students with IEP's.



### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
Students and staff at Mount Rose ES benefit from a large and dedicated group of parent volunteers. These volunteers support students for academic growth by volunteering in classrooms, funding school-wide incentives for students.	Involve parents as partners in academic success. Parents need to be equipped with the right information, so they understand that good academics is really a matter of providing children more and better opportunities to learn.
<p><b>Problem Statement:</b> Only 55 parents completed the Family Climate Survey.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Most of our parent involvement comes from our high socio-economic families. We need to increase our outreach efforts to include all families.</li> </ul>	

Connectedness	
<p><b>School Goal:</b> Mount Rose K-8 staff will increase parent’s perceptions of their child’s learning related behaviors by 5 % and increase Families’ perceptions of how well a school matches their child's developmental needs by 10%.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>Family Climate Survey, PTA Meetings, Parent Volunteers</li> </ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p>



	x STIP Goal 5 <input type="checkbox"/> STIP Goal 6
<p><b>Improvement Strategy:</b> Increase number of home visits.</p> <p><b>Evidence Level:</b> Tier 3 - Promising Evidence</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>● Connect Ed Messages in English and Spanish and continuation of School Facebook page and School Website. The school will communicate with parents in a variety of ways regarding expectations and curriculum. The school will provide parents a variety of opportunities to learn more about the curriculum and ways in which they can support their child's learning at home. This will be evidenced by curriculum night presentations, bilingual monthly newsletter communications from grade levels, examples of parent teacher conference forms, and agendas from PTA meetings.</li><li>● Increase number of home visits. through home visit grant and provide information regarding parenting classes during conferences and PTA meetings.</li><li>● Increase communication through Connect Ed messages, all school events, and teacher communication to include student learning behaviors and parenting skills</li><li>● Increase attendance rates by working with families and Invite families to share priorities, concerns, and feedback</li><li>● Informal observations measuring student engagement</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i></p> <p><i>Certified and classified staff</i></p>



- PD addressing student engagement strategies
- Develop a communitywide vision to ensure that programs and interventions are culturally responsive and celebrate individual progress through recognition. Ensure that professional development and training is provided to staff on how to communicate with families in a way that is culturally competent.
- Engage families in a relationship-building visit to seek solutions.

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

- Website updated regularly as well as School Facebook page; Home Visit grant to be implemented with Fidelity; Counselor to target specific parents and community partners to invite to events

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

- *Implementation Challenge:* Accountability and integrity of all
- *Potential Solution:* Monitor home visits and make agenda to include goals and questions, increase PTA inclusion and participation

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

- Home visit 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: Communication with our EL students families is difficult because of language barriers.
- Support: We will utilize resources from WCSD to try to provide bilingual support at family/community events. We will ensure that all parent/community communication includes a Spanish Translation.

### **Foster/Homeless:**

- Challenge: Getting parents to show up/be available
- Support: Counselor/Social worker to double confirm

### **Free and Reduced Lunch:**

- Challenge: Lack of resources
- Support: Counselor to communicate resources available

### **Migrant:**

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

### **Racial/Ethnic Groups:**

- Challenge: Lack of feeling comfortable
- Support: Cultural Competency training

### **Students with IEPs:**

- Challenge: Lack of awareness from parents
- Support: SpEd teacher to make aware of resources during IEPs



## 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
<i>Back to School Night: Kinder</i>	<i>8/8/17</i>	<p>Parents appreciate and learn information about our Middle School and Dual Language Program and if it is the right fit for them prior to the lottery. Teachers go over their classroom expectations, classroom policies and school wide rules. Parent Teacher Conference Week-Teachers connect with families to go over the academic and social success of each child. PFA and Teacher Monthly Newsletters are sent to all families to highlight the month's happenings and all the great things happening departmental wise at Mt. Rose. PFA Board/Principal/Staff meet on a Monthly Basis to go over Fundraisers, Daily Functions and Needs of School/Students/Staff . All PFA activities and money raised directly benefits the students, teachers, and staff. Through these activities and events listed, our students can receive a more robust educational experience. <i>Add lessons learned after each outreach event.</i></p>
<i>Back to School Transition Night for 6<sup>th</sup> Graders</i>	<i>8/22</i>	
<i>Back to School Night 1<sup>st</sup>-6<sup>th</sup> Grades</i>	<i>9/22</i>	
<i>Fun Run/Color Run</i>	<i>Monthly</i>	
<i>Home Visits</i>	<i>October</i>	
<i>Parent Teacher Conferences</i>	<i>20-24</i>	
<i>Monthly Newsletters</i>	<i>Monthly</i>	
<i>PFA Board meetings</i>	<i>February</i>	
<i>Multicultural Night</i>	<i>Sept.</i>	
<i>Math Night</i>	<i>March- June</i>	
<i>Soccer Team</i>	<i>Oct-May</i>	
<i>Girls On the Run</i>	<i>3X year</i>	
<i>School wide fundraisers</i>	<i>Fridays</i>	
<i>Career Day</i>	<i>May</i>	
<i>Purple Star School-Celebrations</i>	<i>May</i>	





	<i>April</i>	
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