**White Pine**

Lund Elementary

School Performance Plan: A Roadmap to Success

*Lund Elementary School 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:** Tim Moser

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

*Our SPP was last updated on* Nov 3, 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** |
| --- | --- |
| Tim Moser | **Principal(s)** *(required)* |
|  | **Other School Administrator(s)** *(required* |
| [HEATHER SABAITIS](mailto:heather.sabaitis@wpcnvadmin.com), [CHERIE REID](mailto:cherie.reid@wpcnvadmin.com), Shelly Johnson | **Teacher(s)** *(required)* |
| Vivian Farnsworth | **Paraprofessional(s)** *(required)* |
| Rakira Hutchinson, Laura Moser, Lacy Smith, | **Parent(s)** *(required)* |
| Talia Hutchinson, Naomi Moser, Anton Smith | **Student(s)** *(required for secondary schools)* |
|  | **Tribes/Tribal Orgs** *(if present in community)* |
|  | **Specialized Instructional Support Personnel** *(if appropriate)* |
| *Add additional members/roles as necessary* |  |

# 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** |
| * *MGP for math and ela is really close to average. 42 and 43.* | * *Identify students who are close to reaching AGP and using strategies to move them to proficiency* |
| **Problem Statement:** Math AGP down by 23 percent, ELA AGP down 4 percent. If more students score proficient on Math and ELA tests our AGP scores will increase.  **Critical Root Causes of the Problem:**   * *We found that some root causes of this problem are no incentives for the students, too many distractions for students, and students needing practice in taking these tests.* | |

| **Student Success** |
| --- |
| | **School Goal:** *1. In grades 3-5, increase the percentage of students scoring proficient or better on the SBAC ELA from 33.3% to 40% by spring 2023*  *2. In grades 3-5, increase the percentage of students scoring proficient or better on the SBAC Math from 29.6% to 40% by spring 2023*  *These goals are aligned with the White Pine County School District Performance Plan Goal #1 for Core Academic Achievement and Growth*  **Formative Measures:**   * *MAPS data will be analyzed after winter administration of the test to monitor progress and target specific students for intervention.* | **Aligned to Nevada’s STIP Goal:**   | ☐ STIP Goal 1 | ☐ STIP Goal 2 | | --- | --- | | ☐STIP Goal 3 | ☐ STIP Goal 4 | | ☐ STIP Goal 5 | | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | **Improvement Strategy:** *Dreambox learning 30 minutes a day while the teacher is doing direct instruction with the opposite grade, Accelerated Reader with goals and incentives for reaching those goals.*  **Evidence Level:** improvement index of +4, mixed effects from What Works Clearinghouse  **Action Steps:** *What steps do you need to take to implement this improvement strategy?*   * Elementary team will set 6-8 week SMART goals in order to improve student achievement and Tier I instruction. * Elementary team will meet quarterly to determine students that need specific interventions to achieve academic growth. Interventions will be provided as an additional improvement strategy on Fridays during Friday school. * Elementary team will meet bimonthly in PLC to determine student progress, discuss strategies and implement instructional changes as needed. * Administration will utilize the Nevada Education Performance Framework for teacher evaluation to provide continual instructional leadership to the teaching staff to improve Tier I instruction. * Elementary team will conduct frequent data reviews.   **Resources Needed:** *What resources do you need to implement this improvement strategy?*   * *District has purchased Dream box, PTO has purchased Accelerated Reader* * *Incentives (parties, mathematician of the week, reader of the week…)*   **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*   * *Implementation Challenge: Future funding for these programs. They only work if we are consistent with them.* * *Potential Solution: Seek donors for these programs.*   **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*   * *PTO and principal's discretionary fund can be used to fund the parties and incentives.* | **Lead:** *Who is responsible for implementing this strategy?*  *Tim Moser, Heather Sabaitis, Shelly Johnson, and Cherie Reid are responsible for implementing these strategies.* | | --- | --- | |
| **Resource Equity Supports[[1]](#footnote-0):** *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: *Home support* * Support:We do not have a population of English Learners that speak another language as their first language. We do have students whose parents speak a different language at home. We will provide materials to parents in the language used at home in order that parents may support their students at home.   **Foster/Homeless:**   * Challenge: *Supplies needed* * Support: *We will provide school supplies as needed as well as food and hygiene support as needed through the office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered on a digital platform.*   **Free and Reduced Lunch:**   * Challenge: *Supplies needed* * Support: *We will provide school supplies as needed as well as food and hygiene support as needed through the office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered on a digital platform.*   **Migrant:**   * Challenge: *Supplies needed* * Support: *We do not currently have a migrant population at the school. We will be prepared to provide school materials and home support as needed for both the student and the parents when we have a migrant student enroll at our school.*   **Racial/Ethnic Groups:**   * Challenge: *Do disparities exist in our school?* * Support: *Track formative data across racial groups to measure if any disparities exist during regular instruction and intervention instruction.*   **Students with IEPs:**   * Challenge: *Differentiation of materials for students* * Support: *Instructional materials will be differentiated by both the regular and special education staff to meet the individual educational plans of all students with specific learning needs. Accommodations will be provided in the regular education classroom for general instruction to support learning. Specially designed instruction will be incorporated as written in each individual education plan.* |

## Inquiry Area 2 - Adult Learning Culture

| **Adult Learning Culture** | |
| --- | --- |
| **Areas of Strength** | **Areas for Growth** |
| * *Teachers attend twice monthly district PLC meetings, and twice monthly school PLC meetings. One teacher is finishing Masters degree.* | * *Closing achievement gaps in our students. Learning to manage time effectively. Learning in our specific areas, what we need, not what everyone needs.* |
| **Problem Statement:** We don’t have enough time to work with all of the kids in their RTI groups, understand the curriculum, and know what to grade. Because of this lack of time students aren’t closing their achievement gaps.  **Critical Root Causes of the Problem:**   * *We determined that the root cause of this problem is the lack of time.* | |

| **Adult Learning Culture** |
| --- |
| | **School Goal:** *We will dedicate every Wednesday afternoon from 3:45-4:30 for PLC time. 1st and 3rd week is district PLC, 2nd and 4th is local PLC time. PLC’s to focus on understanding the curriculum, unpacking standards, RTI groups and knowing what to grade. Major focus of helping students close their achievement gaps.*  *2. Weekly professional development and quarterly district development to be attended with a minimum of 90% attendance.*  *These goals align with the White Pine County School District Performance Plan Theories of Action #2 Dramatically Improving Tier 1 Instruction.*  **Formative Measures:**   * *Administration observations of PLC’s. PLC agendas and minutes. Discussions of goals completed for weekly local professional development.* | **Aligned to Nevada’s STIP Goal:**   | ☐ STIP Goal 1 | ☐ STIP Goal 2 | | --- | --- | | ☐STIP Goal 3 | ☐ STIP Goal 4 | | ☐ STIP Goal 5 | | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | **Improvement Strategy:** *Lund staff will attend and participate in professional development opportunities offered by the district and at the local level to improve practices in the classroom. Staff will commit to implementing strategies with the support of administration instructional leadership and feedback.*  **Evidence Level:** Improvement index of +2 on What works clearinghouse. Florida Center for Reading Research scores high quality, committed instructors providing Tier 1 instruction with an evidence level of 1 for strong. Coaches supporting instructional practices score a level of 2 for moderate.  **Action Steps:** *What steps do you need to take to implement this improvement strategy?*   * *Plan out weekly professional development in areas that are decided by the teachers.* * *Administrators will monitor implementation of instructional strategies during classroom walkthroughs and formal teacher observations as described in the Nevada Education Performance Framework* * *Collaborate with district leadership to determine school specific professional development to be offered on district wide training days.*   **Resources Needed:** *What resources do you need to implement this improvement strategy?*   * *Time for implementation discussions with grade level and department teams* * *Access to any needed professional development materials.*   **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*   * *Implementation Challenge: Time for administration to observe and support implementation when substitutes are not available and administrators are needed to step in to teach* * *Staff buy-in to support math teaching in all classrooms rather than just in math classroom* * *Resistance to change.* * *Potential Solution: Sometimes we just have to do what we don’t want to do because it is our job.*   **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*   * *No additional funding required* | **Lead:** *Who is responsible for implementing this strategy?*  *Tim Moser, Heather Sabaitis, Shelly Johnson, and Cherie Reid are responsible for implementing these strategies.* | | --- | --- | |
| **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: *Home support* * Support:We do not have a population of English Learners that speak another language as their first language. We do have students whose parents speak a different language at home. We will provide materials to parents in the language used at home in order that parents may support their students at home.   **Foster/Homeless:**   * Challenge: *Supplies needed* * Support: *We will provide school supplies as needed as well as food and hygiene support as needed through the office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered on a digital platform.*   **Free and Reduced Lunch:**   * Challenge: *Supplies needed* * Support: *We will provide school supplies as needed as well as food and hygiene support as needed through the office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered on a digital platform.*   **Migrant:**   * Challenge: *Supplies needed* * Support: *We do not currently have a migrant population at the school. We will be prepared to provide school materials and home support as needed for both the student and the parents when we have a migrant student enroll at our school.*   **Racial/Ethnic Groups:**   * Challenge: *Do disparities exist in our school?* * Support: *Track formative data across racial groups to measure if any disparities exist during regular instruction and intervention instruction.*   **Students with IEPs:**   * Challenge: *Differentiation of materials for students* * Support: *Instructional materials will be differentiated by both the regular and special education staff to meet the individual educational plans of all students with specific learning needs. Accommodations will be provided in the regular education classroom for general instruction to support learning. Specially designed instruction will be incorporated as written in each individual education plan.* |

## Inquiry Area 3 - Connectedness

| **Connectedness** | |
| --- | --- |
| **Areas of Strength** | **Areas for Growth** |
| * *All staff are included in the weekly staff meeting. Monthly staff lunch to increase connectedness to each other. According to school climate data, students feel safe and accepted in this school.* | * *Communication is still an area that needs growth. Both between staff members and to the community. Elementary school missed taking the 21-22 Fall SEL survey so taking the survey is something we need to do.* |
| **Problem Statement:** Lund Elementary School students have reported favorable levels of engagement and safety as reported by the Nevada School Climate Survey spring 20-21. These numbers need to be in the most favorable range in order to have maximum engagement and safety perceptions for all students.  **Critical Root Causes of the Problem:**   * *Our students live in a community where some parents work on differential shifts leaving many students to look after themselves when not in school. Oftentimes, students are not taught the basic social skills necessary to actively engage in school and get along with each other. This lack of basic social skills is one of the root causes that we have identified. We have also identified that social norms to sickness have changed after Covid 19. When you are sick you stay home.* | |

| **Connectedness** |
| --- |
| | **School Goal: 1** *Teachers will pick a social media platform to distribute at least monthly newsletters from their classes by November 18th.*  *2 Decrease the percentage of students identified as chronically absent from 19.3% to 10% by the end of the school year.*  *3 Decrease the percent of students who disagree with the statement: Students respect one another from 27% to 15%.*  *These goals align with the White Pine County School District Performance Plan Goal 3 to continuously improve the school culture by impacting adult and student behaviors utilizing the World Class Relationship Framework.*  **Formative Measures:**   * *Measure views on the social media platform to determine if newsletters are being received.* * *Monitor attendance letters.* | **Aligned to Nevada’s STIP Goal:**   | ☐ STIP Goal 1 | ☐ STIP Goal 2 | | --- | --- | | ☐STIP Goal 3 | ☐ STIP Goal 4 | | ☐ STIP Goal 5 | | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | **Improvement Strategy:** *Consistency of platform for social media, Calendering, continue with restorative circles during specials classes to promote social emotional learning for all students with an emphasis on building school community and physical/emotional safety.*  **Evidence Level:** Florida Center for Reading Research scores safety and community with an evidence level of 3 for Promising.  **Action Steps:** *What steps do you need to take to implement this improvement strategy?*   * Provide professional development on implementing restorative circles to all staff. * Schedule restorative circles for every Monday in specials class. * Administration monitors implementation of restorative circles in specials classrooms. Provide modeling and support as needed.   **Resources Needed:** *What resources do you need to implement this improvement strategy?*   * *Restorative circles literature for those that need it.* * *Restorative circles prompts for discussion.*   **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*   * *Implementation Challenge: Consistency of specials participation in circles*   + - * + *Student buy-in* * *Potential Solution: Single teacher doing specials. Provide engaging prompts along with SEL specific prompts.*   **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*   * *No additional funding required* | **Lead:** *Who is responsible for implementing this strategy?*  *Tim Moser, Heather Sabaitis, Shelly Johnson, and Cherie Reid are responsible for implementing these strategies.* | | --- | --- | |
| **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?* |
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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** |
| --- | --- | --- |
| *School Data Deep Dive*  *Root Cause Analysis*  *Strategy Selection*  *SPP Roadmap Development* | *9/12/22*  *10/27/22*  *11/1/22*  *11/2/22* | * *We need more communication between school and community. Maybe through one specific social media platform?* |

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) [↑](#footnote-ref-0)