White Pine School District

**McGill Elementary School**

2022-2023 School Performance Plan:

A Roadmap to Success

***McGill Elementary School*** *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* ***Robert J. Bischoff*** *for more information.*

**Principal:** **Robert J. Bischoff**

**School Website: https://mcgill.whitepine.k12.nv.us/**

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**Phone:** 775.235.7722

# 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)*](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/ESSA_Adv_Group/NevadaSubmittedConsolidatedPlanFinal.pdf)*, and for detailed information about the School and District rating system, see the*[*School Rating Overview*](http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Nevadas%20School%20Rating%20System.pdf)*.*

| **Enrollment Data** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total** | **Am In/**  **AK Native** | **Asian** | **Hispanic** | **Black** | **White** | **Pacific Islander** | **Two or More Races** | **IEP** | **EL** | **FRL** |
| **School** | 110 | 3.64 | 0 | 10 | 1.82 | 79.09 | .91 | 4.55 | 14.55 | 0 | 100 |
| **District** | 1261 | 3.09 | 0.48 | 18.72 | 0.56 | 71.69 | 0.32 | 5.15 | 16.97 | 2.06 | % |
| **State** | 486,682 | 0.8 | 5.44 | 43.6 | 12.15 | 29.27 | 1.47 | 7.29 | 12.26 | 16.7 | 79.2 |

|  | **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** | 22.4 | 43 | 22.5 | 37.2 | 72 | 54.8 | 16.7 | NA | NA |
| **District** | 21.9 |  |  | 28.6 |  |  | 10 | 17.6 |  |
| **2019** | **School** | 31.4 | 47 | 22.5 | 42.5 | 47 | 42.4 | 13.3 | NA | NA |
| **District** | 28.6 | 42 | 23.9 | 34.4 | 42 | 34.4 | 15.9 | 44.4 |  |
| **2022** | **School** | 19 | 43 | 34.6 | 30.9 | 39 | 42.3 | 6.6 | NA |  |
| **District** | 25.9 | 34 | 26.3 | 29.6 | 33 | 33.9 | 14.6 | 28.5 |  |

| | **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** | 386 | 351 | 357 | | **District** | 349 | 336 | 322 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# School Continuous Improvement (CI) Team

*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** |
| --- | --- |
| Robert Bischoff | **Principal(s)** *(required)* |
| KaeLene Scow | **Other School Leader(s)/Administrator(s)** *(required)* |
| Jenny Wilson, [Lisa Lawrence](mailto:lisa.lawrence@wpcnvadmin.com) | **Teacher(s)** *(required)* |
| Lori Carson | **Paraprofessional(s)** *(required)* |
|  | **Parent(s)** *(required)* |
|  | **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

*cilitated by the school to engage students, regarding school partner.*

| **Outreach Event** | **Date and Time** | **Number in Attendance** | **Key Takeaways** |
| --- | --- | --- | --- |
| **Parent/Teacher Conference** | **October 05-06** | **60-75** | **Parents are wanting us to be open enough to have our traditional community events.** |
| Thanksgiving Feast | November 22, 2022 |  |  |
| Family Math Night/Valentine’s Dance | February 9, 2023 |  |  |

# 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.*

## Inquiry Area 1 - Student Success

### Part A

| **Student Success** | | | |
| --- | --- | --- | --- |
|  | **Student Performance** | **Social and Emotional Learning** | **Access to Rigorous Texts and Tasks** |
| **Data Reviewed** | SBAC 2022: School Math Proficiency- 19%  MAP Fall 2022: Only 21.6% of the students in grades 3-5 were at the 60th percentile or higher. The 60th percentile in MAPs is a good indicator of students who will pass SBACs | According to the Nevada School Climate Social Emotional Learning Survey 91% of the students surveyed responded to the prompt, “Getting through something even when I feel frustrated.”, by selecting that it was either difficult, or very difficult. | All of our curriculum has been reviewed and is matched to the NACS. |
| **Problem Statement** | Academically, our students are struggling the most in math; especially on the SBAC. There seems to be two issues in play here. First they need more exposure to SBAC type of math problems. Second, they need to get a growth mindset. | | |
| **Critical Root Causes** | Our students don’t have the experience with answering SBAC type of questions. They also don’t do well with working through problems when they get frustrated. Many of them also seem to have fixed-mindsets. | | |

### Part B

| **Student Success** | |
| --- | --- |
| **School Goal:**  [In grades 3-5, increase the percentage of students scoring proficient or better on the SBAC Math from 19% to 42% by 20](https://docs.google.com/document/d/19bDbuNBmRMtYCRp5FrdqkXYOAgxjRtfF309r61k_CbE/edit?usp=sharing)24. | **Aligned to Nevada’s STIP Goal: Goal 3: ALL STUDENTS EXPERIENCE CONTINUED ACADEMIC GROWTH** |
|  |  |
| **Improvement Strategy:** We will supply the teachers with some SBAC practice materials to incorporate into the students practice along with some coaching help from our district math coach.  **Evidence Level***:* Level 3- Promising | |
| **Intended Outcomes:**  Our students will be comfortable with the format of the SBAC questions and this will lead to more of them passing the SBAC and more of them meeting their AGP | |
| **Action Steps:**   * Determine the availability of the district instructional coach. * Set up meetings with 3rd, 4th, and 5th grade teachers. * Obtain the SBAC practice materials * Identify specific support that each teacher needs. * Continue working with teachers on at least a monthly basis. * Teachers will incorporate SBAC type of questions into their daily class work. * Check winter math MAP scores for evidence of student growth. | |
| **Resources Needed:**   * Access to the district math coach * Observation schedule * SBAC practice materials to incorporate into the classrooms. | |
| **Challenges to Tackle:**   * Finding ways to incorporate SBAC practice materials into our established curriculum * Determining the most effective ways to incorporate the material | |
| **Improvement Strategy:** Our school social worker will work closely with our teachers and develop and deliver lessons from the Leader in Me related to developing a growth mindset.  **Evidence Level**: 3-Promising | |
| **Intended Outcomes:**  Students will learn to persevere and work through problems instead of giving up. This will increase their academic performance on the SBACs. | |
| **Action Steps:**   * Staff will meet and discuss the best way to incorporate this into our school * Lessons will be selected to teach to the students * Our Social Worker will be scheduled to go into the classrooms and teach the selected lessons. | |
| **Resources Needed:**   * Lessons related to growth mindset * Schedule to get into classrooms * Time for the social worker to teach the lessons | |
| **Challenges to Tackle:**   * Ways to evaluate to see if the lessons are effective * Appropriate lessons to teach. | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: NA  Foster/Homeless: NA  Free and Reduced Lunch: Track growth of FRL students to see if comparable to that of non FRL students.  Migrant: NA  Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist in instruction.  Students with IEPs: Track growth of IEP students to see if they are comparable to that of non IEP students. | |

## Inquiry Area 2 - Adult Learning Culture

### Part A

| **Adult Learning Culture** | | | |
| --- | --- | --- | --- |
|  | **Instructional Practice** | **Instructional Leadership** | **Systems and Structures that Support Continuous Improvement** |
| **Data Reviewed** | MAP Scores show that only 29% of our students are at a level of proficiency required to pass SBAC testing. | PLC Agendas | PLC, coaching, NEPF |
| **Problem Statement** | Our grades 3-5 teachers appear to need support with properly preparing our students for the math SBAC tests. Also, our teachers need to be able to collaborate with their grade level peers in order to improve their craft which in turn would help our students perform better on the SBACs. There is only one teacher per grade level at our school so in order to have a true PLC with people teaching the same content and standards they would need to work with teachers from other schools. | | |
| **Critical Root Causes** | Our teachers haven't had specific training in the area of preparing students for success on the SBACs | Time, distance and lack of a consistent effort have made it difficult for our teacher's to be able to collaborate in a PLC format with their peers in the district. | District collaboration days have been inconsistent in the past. |

### Part B

| **Adult Learning Culture** | |
| --- | --- |
| **School Goal:** Improve our math SBAC scores from 19% of our students being proficient in 2022 to 29% of our students being proficient by May of 2023 through improvement of pedagogy. | **STIP Connection:** Goal 2- All students have access to effective educators |
| **Improvement Strategy:** Have all teachers participate in bi-monthly district wide PLC meetings.  **Evidence Level**4-Demonstrates a rationale | |
| **Intended Outcomes:** Our teachers will be able to collaborate with other teachers and learn how to better prepare our students for the rigor required to be deemed proficient on SBACs. Our students will go from only 35% of them meeting their AGP to 50%. | |
| **Action Steps:**   * Cooperate with administrators from other sites to schedule the PLCs * Inform teachers of dates * An administrator will attend each different grade level PLC * Agendas will be required * Minutes will be kept of what transpired during the meetings and who attended * Set up Zoom meetings | |
| **Resources Needed:**   * Time scheduled to hold the meetings * Each teacher will need a piece of technology from which they can attend zoom meetings | |
| **Challenges to Tackle:**   * Scheduling a time when all of the elementary teachers in the district can attend. | |
| **Improvement Strategy:** Before the school year began our district math coach came to our school and, together with the principal, met with our 3rd, 4th, and 5th grade teachers. We discussed the perceived needs of the teachers and students. Teachers were then observed teaching the lessons and feedback was given. Based on these observations we were able to meet with the teachers and determine exactly in what area they needed help. Our next lesson we came in and looked at those specific areas. This cycle will continue throughout the year on a monthly basis.  **Evidence Level** 3-Promising | |
| **Intended Outcomes:** Teachers working with our math instructional coach will receive ongoing coaching focusing on their individual pedagogical areas that need the most improvement in order to increase the performance of our students on SBAC. The students in these three classrooms will meet their AGP. | |
| **Action Steps:**   * Determine the availability of the district instructional coach. * Set up meetings with 3rd, 4th, and 5th grade teachers. * Begin observations to collect baseline data. * Identify specific support that each teacher needs. * Continue working with teachers on at least a monthly basis. * Teachers will incorporate SBAC type of questions into their daily class work. * Check winter math MAP scores for evidence of student growth. | |
| **Resources Needed:**   * Access to the district math coach * Observation schedule * SBAC practice materials to incorporate into the classrooms. | |
| **Challenges to Tackle:**   * Finding financial resources given limited budget * Hiring a quality candidate on a short timeline * Onboarding new staff member * Teacher working relationship | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: NA  Foster/Homeless: NA  Free and Reduced Lunch: Track growth of FRL students to see if comparable to that of non FRL students.  Migrant: NA  Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist in instruction.  Students with IEPs: Track growth of IEP students to see if they are comparable to that of non IEP students. | |

## Inquiry Area 3 - Connectedness

### Part A

| **Connectedness** | | | |
| --- | --- | --- | --- |
|  | **Student** | **Staff** | **Family & Community Engagement** |
| **Data Reviewed** | In the Nevada School Climate Social Emotional Learning Survey about 45% of our last year’s 5th graders said that they felt like they didn't belong at our school. | On the Leader in Me Staff MRA (Measurable Results Assessment) survey one of our lowest scores was in the area of interpersonal effectiveness. We only scored a 71 out of a possible 100 points. | Leader in Me Parent MRA: We didn’t get enough responses for valid data |
| **Problem Statement** | According to our data, our students overall are struggling the most with emotional safety. About 45% of them indicated that they didn’t feel like they belonged at the school. On the Staff survey one of our lowest scores was in the area of interpersonal effectiveness (Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others). | | |
| **Critical Root Causes** | These scores have dropped since before Covid. In 2019 we scored a 376 in the area of emotional safety and in the survey from the past year we dropped to a 328 in the same area. On our staff survey we dropped from an 83 points out of 100 to a 71 out of a hundred possible points in the same time frame. | | |

### Part B

| **Connectedness** | |
| --- | --- |
| **School Goal:** Our students and staff will both increase 25 percentage points in our next survey in the fall of 2023 in the areas of social emotional safety. | **STIP Connection:** GOAL 6 ALL STUDENTS AND ADULTS LEARN AND WORK TOGETHER IN SAFE ENVIRONMENTS WHERE IDENTITIES AND RELATIONSHIPS ARE VALUED AND CELEBRATED |
| **Improvement Strategy:** Our school social worker will work closely with our teachers and develop and deliver lessons from the Leader in Me related to emotional safety to help develop a feeling of belonging.  **Evidence Level***:* Level 3- Promising | |
| **Intended Outcomes:** Our students will improve their feelings in the area of emotional safety to the point where most if not all of the students feel like they belong here. | |
| **Action Steps:**   * Staff will meet and discuss the best way to incorporate this into our school * Lessons will be selected to teach to the students * Our Social Worker will be scheduled to go into the classrooms and teach the selected lessons. * Teachers will incorporate daily/weekly SEL lessons * Another survey will be administered in the winter to determine the students feelings. | |
| **Resources Needed:**   * Lessons related to growth mindset * Schedule to get into classrooms * Time for the social worker to teach the lessons | |
| **Challenges to Tackle:**   * Ways to evaluate to see if the lessons are effective * Appropriate lessons to teach. | |
| **Improvement Strategy:** We will take time during our staff and lighthouse meetings to work on interpersonal effectiveness with our staff.  **Evidence Level** | |
| **Intended Outcomes:** Our staff will be able to build and sustain more positive relationships. This will help our school culture and ultimately will help our students with their emotional safety and wellbeing. | |
| **Action Steps:**   * Schedule time in our staff and lighthouse meetings to address this. * Develop a more specific way to find out exactly where the struggle is. * Develop a lesson sequence that will help build what we are looking for. | |
| **Resources Needed:**   * Time for the meetings * Survey to drill down to see exactly with what our teachers and students are struggling. | |
| **Challenges to Tackle:**   * Overcoming people’s reluctance to share their true feelings. * Developing a survey which will truly get us the information that we need. | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: NA  Foster/Homeless: NA  Free and Reduced Lunch: NA  Migrant: NA  Racial/Ethnic Minorities: Observe these students and speak with teachers  Students with IEPs: | |

## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

| **Funding Source** | **Amount Received for Current School Year** | **Purpose(s) for which funds are used** | **Applicable Goal(s)** |
| --- | --- | --- | --- |
| Title One | $30,910.72 | Parapro, extended school year and RTI programs and materials. | 1 |
| General Budget | $23,514 | Supplies and support materials | Goals 1,2,3 |
| State Funded PreK | $140,812 | PreK teacher, aides, and other program costs | Goal 2 |
| 1003(a) | $13,434 | District Wide PD | 1 |
| ESSER III will cover Summer School |  |  |  |