Washoe County School District

Brown Elementary

School Performance Plan: A Roadmap to Success

Brown Elementary 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: Bryan, Angie
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School Designations: ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on September 20, 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
Bryan, Angie	**Principal(s)** *(required)*
Riggs, Mari	
Roberts, Jayna; Solferino, Lacey; Wotring, Tracey; Atkinson-Scolari, Megan; King, Andria; Thomsen, Teri; Duckett, Molly; Coleman, Sarah	**K-5 Teachers, Speech Pathologist, Music Teacher**
Valdez, Crystal	**Paraprofessional(s)** *(required)*
Allison, Tiffani; Pansky, Susan	**Parent(s)** *(required)*
Click here to enter text.	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
Littlefield, Kate; Mattingly, Lauren; Cloninger, Laura	**Specialized Instructional Support Personnel: Learning Facilitator, Counselor, English Language Site Facilitator**
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 [NSPF Report for BROWN ELEMENTARY - Nevada Accountability Portal (nv.gov)](#)

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**
- ELL students continued to grow even through our Covid years! - ELL students more than doubled at or above proficiency. - MATH: SBAC Went up 1 % - IEP and ELL students more than doubled at or above proficiency!	- ELA: SBAC Overall went down from 62 to 61% - MATH: Based on SBAC, 12% away from getting back where we were pre-covid. - Did not meet our Quarterly SMART goal expectations in all grade levels for ELA/Math, determined significant holes in student knowledge of essential standards. - Science SBAC – we scored lower than the district.

Problem Statement: As a school, we did not meet our SMART Goals: 85% of our students will master our ELA quarterly SMART goals, and 90% of our students will master our Math quarterly SMART goals school-wide. **How do we get student proficiency levels back to pre-covid scores and higher and 5 stars?**
Critical Root Causes of the Problem: Covid protocols put in place the past two plus years, masks, social-distancing, virtual learning, excluded from school, etc.

Student Success	
School Goal: ELA Core Curriculum & Instruction: Based on NVACS, and our Essential Standards for ELA, our 2022-2023 goal is to continue to increase ELA grade level growth in all grade levels as measured by 85% of students meeting the grade level ELA quarterly SMART goals at 80% proficiency or higher and/or 85% of students making at least 2 points growth on their SLO. This ensures that all of our students, at every level, are	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ✔ STIP Goal 4 ✔ STIP Goal 5

making growth.
Math Core Curriculum and Instruction: Based on NVACS, and our Essential Standards for Math, our 2022-2023 goal is to continue to increase Math grade level growth in all grade levels as measured by 90% of students meeting grade level Math quarterly SMART goals at 80% proficiency or higher and/or 85% of students making at least 2 points growth on their SLO. This ensures that all of our students, at every level, are making growth.   Science Core Curriculum and Instruction: Based on NVACS, and our Essential Standards for Science, our 2022-2023 goal is to continue to increase Science grade level growth in all grade levels as measured by 90% of students meeting grade level Science quarterly SMART goals at 80% proficiency or higher. This ensures that all of our students, at every level, are making growth.   This is aligned to Nevada's STIP Goal 6.

Formative Measures:
- Quarterly SMART Goals scores/school-wide discussions of results and next steps.

Improvement Strategy: Continue Quarterly SMART goals and whole staff collaboration/discussion around current quarterly data. **Evidence Level:** Tier 1 - Strong Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Weekly GTM Meetings, Whole Staff Quarterly data meeting **Resources Needed:** *What resources do you need to implement this improvement strategy?* • time **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* If two of the early release hours are taken away monthly, that will be challenging • *Potential Solution:* Using Esser funds to continue to pay teachers to collaborate through PLC work.	**Lead:** *Who is responsible for implementing this strategy?* *Principal and AP:* **All staff discussing resulting in Principal/AP updating and monitoring Events 6-8 as we collaborate.**

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

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:* Students learning English Language.
- *Support:* Front load, vocabulary, ELL Elevations Strategies by individual student integrated into Tier 1 instruction.

Foster/Homeless:
- *Challenge:* Constant movement, constant new environments, building stable relationships
- *Support:* SEL instruction, friendship groups provided, buddy bench, check-in's if needed

Free and Reduced Lunch:
- *Challenge:* bus transporation not available every 6 weeks, and Maslow's Heirarchy of needs not met.
- *Support:* Provide snacks, offer additional tutoring/intervention support

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

Racial/Ethnic Groups:
- *Challenge:* Identifying Cultural Norms, Building stable relationships
- *Support:* SEL instruction, friendship groups provided, buddy bench, check-in's if needed, review material during missed instructional time.

Students with IEPs:
- *Challenge:* staff shortage, lack of curriculum supports
- Front load, small group support, interventions, one on one instruction

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**
School Goal 1: Based on our MTSS meeting data from 21-22, our 22/23 goal is to increase intervention fidelity by monitoring students receiving interventions every 6-8 weeks, utilizing our IC MTSS tab and Aimsweb as measured by 85% of students being updated and reviewed quarterly. •	Vertically aligning SMART goals/standar.ds across grade levels. Incorporate more vertical planning time to increase SMART goal alignment. Need to add student examples into the Data Plan for all to utilize and see what mastery of content looks like. See PDSA Culminating Staff Findings and all results, attached.
Problem Statement: How do we accurately assess and what can we assume what is happening school-wide?	

Critical Root Causes of the Problem:
We focused on data from our staff climate survey, but that is only once a year, need to move to a quarterly check-in/assessment to ensure we are continuing to grow our students and ourselves. How to we accurately assess what can we assume what is happening school-wide

How do we assume everyone is doing this with fidelity (interventions)

Adult Learning Culture

School Goal: Based on our MTSS meeting data from 21-22, our 22/23 goal is to increase intervention fidelity by monitoring students receiving interventions every 6-8 weeks, utilizing our IC MTSS tab and Aimsweb as measured by 85% of students being updated and reviewed quarterly. This is aligned to Nevada's STIP Goal 6. **Formative Measures:** • Check in quarterly through IC to monitor IC tab is being updated throughout all grade levels.	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ✔ STIP Goal 4 ✔ STIP Goal 5
Improvement Strategy: MTSS Tab updated very 6-8 weeks for all students with tiered status. **Evidence Level:** Tier 1 - Strong Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Invite grade levels to MTSS team meetings to ensure fidelity. **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Time **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* training staff to update IC • *Potential Solution:* Utilize GTM and MTSS meeting times to implement. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*	**Lead:** *Who is responsible for implementing this strategy?* *Principal & AP* **All staff discussing resulting in Principal/AP updating and monitoring Events 6-8 as we collaborate.**

- N/A

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:* Need more instructional time
- *Support:* Interventions, monitoring, collecting data, Collaborating with Grade level team, Co-planning with ELL facilitator

Foster/Homeless:
- *Challenge:* bus transportation not available every 6 weeks, Constant movement, constant new environments, building stable relationships
- *Support:* Interventions, monitoring, collecting data, Collaborating with Grade level team, Collaborating with Counselor

Free and Reduced Lunch:
- *Challenge:* bus transporation not available every 6 weeks.
- *Support:* Interventions, monitoring, collecting data, Collaborating with Grade level team, support from counselor, Front load, review material during missed instructional time.

Migrant:

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

Racial/Ethnic Groups:
- *Challenge:* Identifying Cultural Norms, Building stable relationships
- *Support:* Teachers providing a safe, inclusive environement that celebrates and recognizes diversity. Collaborates with Grade level team, support from counselor if needed

Students with IEPs:
- *Challenge:* staff shortage, lack of curriculum supports and training
- *Support:* Teachers getting trainings as offered, Collaborating with Grade level teams

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**

Students/Staff/Families all understand follow our PBIS Be Respectful, Be Responsible Be Safe. 5 Positives to 1 Negative.

Students earn bear claws to cash in from all staff throughout the building. Class and Individual earning daily.

- **See Events 6-8 and Events 9 from 21-22 and PDSA from staff**

Based on the student climate surveys we gave, the two areas that were the weakest were SEL: Student Self-management of Emotion and Goals

We need to change our Connectedness goal. Utilizing the student climate survey, when it is different students each year, and the 2nd-4th grade questions are different than the 5th grade questions.

We would like to create a short student survey – focusing on Connectedness, having the same questions for all students 2-5 and then utlizing that data to create a new achieveable goal.

Connectedness focuses on learning, school-work, dealing with stress, testing, etc.. All items relate back to Connectedness. We would like to focus on Connectedness and help students create strategies to help them improve this area of need.

Problem Statement: Why are our students scoring so low in SEL: Self-management of emotion and goals. Realizing that looking at climate survey from just our 5th graders wasn't quality data, adding the 2nd-4th grade survey that didn't align with our 5th grade survey wasn't quality data, taking the pieces that our students needed the most support in and used to create quarterly SMART goals after creating Essential Standards for Behavior based on our student data.

Critical Root Causes of the Problem:
- Covid protocols put in place the past two plus years, masks, social-distancing, virtual learning, excluded from school, etc. Social and Emotional Learning has been affected with all of the environmental pieces.

Connectedness

School Goal: SEL & Behavior: Based on our student climate data 21-22, our 2022-2023 goal is to increase our student self-management of emotion by improving self-management growth in all grade levels as measured by 85% of students meeting the school-wide Behavior quarterly SMART goal at 75% proficiency or higher. This is aligned to Nevada's STIP Goal 6. **Formative Measures:** • We realized that we need Quarterly SMART goals for Student Behavior along with Academic Smart goals. This will give us specific, pertinent data 4 times per year instead of data from student surveys.	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ✔ STIP Goal 4 ✔ STIP Goal 5
Improvement Strategy: Create Behavior Essential Standards based on all previous student data. Utilize the Essential Standards to create quarterly SMART goals. Need consistent message, incorporating Zones of Regulation curriculum into whole group instruction. **Evidence Level:** Update after *Strategy Selection.* **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Created Essential Standards • Create quarterly SMART Goals, Review each quarter to decide next steps and next SMART goal to align with what our students needs are. **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Zones of Regulation books, one paper version per grade level for MTSS Team Member • Zones of Regulation Posters: 1 descriptive, 1 to add class created items too • SMART Goal • Pre-Post Assessments for each quarter **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Time, collaboration, will it be effective implementing a school-wide curriculum. • *Potential Solution:* After reviewing SMART goal data first quarter, we'll be able to assess outcomes, possible next steps.	**Lead:** *Who is responsible for implementing this strategy?* *Principal and AP* **SPP Leadership Team created Essential Standards/first SMART goal, all staff agreed, confirmed this was the priority. All staff is responsible for implementing, teaching, modeling zones of regulation to help increase student self-managament of emotions and goals.**

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

- General budget

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:* Demonstrating how the zones help students cope with emotions/feelings based on learning a second language.
- *Support:* Teachers will collaborate in GTMs monitoring SMART goal data and model, teach, reinforce, practice, assess, review, PDSA model as needed. Picture visuals provided.

Foster/Homeless:
- *Challenge:* Demonstrating how the zones help students cope with emotions/feelings based around new environments and Maslow's Heirarchy of needs.
- *Support:* Teachers will collaborate in GTMs monitoring SMART goal data and model, teach, reinforce, practice, assess, review, PDSA model as needed.

Free and Reduced Lunch:
- *Challenge:* Demonstrating how the zones help students cope with emotions/feelings based on Maslow's Heirarchy of needs.
- *Support:* Teachers will collaborate in GTMs monitoring SMART goal data and model, teach, reinforce, practice, assess, review,

PDSA model as needed.

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

Racial/Ethnic Groups:
- *Challenge:* Demonstrating how the zones help students cope with emotions/feelings while taking into consideration their cultural norms.
- *Support:* Teachers will collaborate in GTMs monitoring SMART goal data and model, teach, reinforce, practice, assess, review, PDSA model as needed.

Students with IEPs:
- *Challenge:* Demonstrating how the zones help students cope with emotions/feelings and aligning with their individual education plan.
- *Support:* Teachers will collaborate in GTMs monitoring SMART goal data and model, teach, reinforce, practice, assess, review, PDSA model as needed. Picture visuals provided.

Add other student groups as needed.
- *Challenge:* Demonstrating how the zones help students cope with emotions/feelings.
- *Support:* Model, teacher, reinforce, practice, assess, review, PDSA model with grade level team

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
Back to School Night	8/23/2022	• Shared common vision/HOPE Collective Commitments
Back to School Night	8/30/2022	• Shared Common Vision/HOPE Collective Commitments
PTO Meeting	8/31/2022	• Parents agreed with staff findings and new goals for 22/23 school year.