District Name

Spring Creek Elementary

School Performance Plan: A Roadmap to Success

Spring Creek 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: *Carrie Gregory*
School Website: *https://scem.ecsdnv.net/*
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School Designations: ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on Click here to enter a date.

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
Carrie Gregory	**Principal(s)** *(required)*
	Other School Administrator(s) *(required*
Callie Homan *Heather Niman* *Michelle Beasley* *Jennifer Winter* *Dominique Samper*	**Teacher(s)** *(required)*
Thersia Hebdon	**Paraprofessional(s)** *(required)*
Neena Moore	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Jordan Cromie (school counselor)	**Specialized Instructional Support Personnel** *(if appropriate)*
Treena Parker	**NNRPDP**

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/elko/spring_creek_elementary_school/2022/nspf/

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**
• *On a spring 2022 school climate survey of 5th graders, 86% report that they know ways to calm themselves down.* • *In the fall 2022 survey including a group of mixed grade students, 75% reported that they feel like their teachers care about them and that the adults in the school treat students with respect.*	• *More than 60% of third and fourth graders scored below proficient on the spring 2022 SBAC in math.* • *67% of 5th graders scored below proficient on the spring 2022 SBAC in math.* • *Approximately 50% of third and fourth graders scored below proficient on the spring 2022 SBAC in ELA.* • *69% of 5th graders scored below proficient on the spring 2022 SBAC in ELA.* • *72% of students at SCE scored below proficient on the spring 2022 SBAC in science.* • *A disproportionate amount of focus on Tier II instruction has superseded the primary focus of Tier I teaching and learning* • *School focus on reading and math has resulted in decreased instruction in other subjects that could lead to higher engagement and build the necessary knowledge to succeed in literacy and math.*

Problem Statement:

- *Students do not consistently receive instruction in core NVACS - reading, writing, math, science, and social studies.*

Critical Root Causes of the Problem:

- *Teachers lack knowledge, confidence, and ability to teach all areas of the NVACS*

Student Success

School Goal:	Aligned to Nevada's STIP Goal:

By spring 2023, all SCE students will receive instruction in the NVACS core content area standards - reading, writing, math, science, social studies.
 	
By spring 2023, 50% of SCE students will be proficient on the spring 2023 SBAC in science.
 	
By spring 2023, SCE students will score at the 66th percentile on MAP in ELA and math.
 	
Formative Measures:
 	
● *NNRPDP evaluation following professional learning sessions*
● *Winter MAP*
● *Teacher self-assessment*
  ○ *How much time each day do you typically spend on each content area?*
  ○ *How knowledgeable are you in each content area?*
  ○ *How confident are you in each content area? (self-efficacy) Likert 1-6*
	☐ STIP Goal 1 ☐ STIP Goal 2
	☐ STIP Goal 3 ☐ STIP Goal 4
	☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Partner with the Northeastern Nevada Regional Professional Development Program to develop and facilitate five professional development sessions provided throughout the school year, and to provide individual and/or grade-level team coaching as requested, in alignment with the school's goals for the academic year. Teachers will participate in collaborative, ongoing, active professional learning to build knowledge, confidence and ability to teach ALL NVACS standards.*

Lead: *Who is responsible for implementing this strategy?*
Spring Creek Elementary administrator and staff in partnership with NNRPDP

Evidence Level: *Practices employed by NNRPDP have a well-defined logic model and are supported by research; level 4 (ESSA). The rationale for teaching social studies and science content in elementary grades is supported by extensive research and is expected in the Nevada Academic Content Standards.*

Akerson, V. and Donnelly, L. (2010). Teaching Nature of Science to K-2 Students: What Understandings Can They Attain? *International Journal of Science Education,* 32(1), 1-28.

Cabell, S. and Hwang, H. (2020). Building Content Knowledge to Boost Comprehension in the Primary Grades. *Reading Research Quarterly,* 55(1), 99-107.

Common Core. (2009). *"Why We're Behind: What Top Nations Teach Their Students but We Don't."* Washington, D.C.

Council of Chief State School Officers (2018). *"The Marginalization of Social Studies."* Washington, D.C.

Kim, J. S., & Wei, Z. (2022, May 31). *Tier 1 instructional strategies to improve K-4 reading comprehension.* brief no. 25. EdResearch for Recovery Project. Retrieved November 17, 2022, from https://eric.ed.gov/?id=ED621856

Additionally, research around the importance of teaching writing is abundant and clear.

Graham, Steve & Hebert, Michael. (2011). Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading. *Harvard Educational Review.* 81. 710-744. 10.17763/haer.81.4.t2k0m13756113566.

The professional learning opportunities outlined in this plan include effective design elements including content focus, active learning, and collaboration.

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development.* Palo Alto, CA: Learning Policy Institute.

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

- *Five Professional Development sessions focused on the goal to support teachers to gain the knowledge, confidence, and ability to teach all core content NVACS: reading, writing, math, science, social studies*
- *Teachers will schedule time in their day to ensure ALL NVACS standards are taught*
- *Teachers will become familiar with ALL of their content standards as well as curricular materials to teach those standards*
- *Teachers will ensure all tasks are aligned with standards and place an appropriate cognitive demand on diverse learners*
- *Grade level lesson study sessions on the content area of their choice*

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

- *Time for 5 professional learning sessions during the year*
- *NNRPDP professional learning providers to facilitate professional learning*
- *Time and scheduling for teachers to engage in lesson study*

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

- *Implementation Challenge: Meeting the diverse needs of staff: long-term subs, ARLs, veteran teachers, teachers new to the profession .*
- *Potential Solution: NNRPDP facilitators will plan professional learning with the diverse needs of staff in mind*

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

- *Continue state funding provided to Northeastern Nevada Professional Development Program (NNRPDP), so that districts, schools, and educators can access valuable high-quality professional learning without the typical barrier of cost.*

Resource Equity Supports[1]**:** *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: *Ensuring that EL students get the language support they need to promote their academic growth*
- Support:
  - *Access/WIDA to track student progress*
  - *Early identification of English Language Learners*
  - *ELL pull out support for students in their classroom (once/week)*

Foster/Homeless:

- Challenge: *Identifying and supporting students experiencing homelessness, or those who are in foster care*
- Support:
  - *Communicate with Central Kitchen and Transportation to fulfill McKinney-Vento requirements*
  - *Student and Family support through Communities in Schools*
  - *Work in collaboration with the Division of Child and Family Services to provide services for students who are in foster care*
  - *Counselor will support identified students*

Free and Reduced Lunch:

- Challenge: *Meeting the physical needs of student experiencing poverty so that they can fully engage in academic learning*
- Support: *Student and Family support through Communities in Schools*

Migrant: *Determine what is needed in order to potentially identify migrant students in need of additional resources and support*

Racial/Ethnic Groups:

- Challenge: *Students need culturally responsive pedagogy to support their learning*
- Support: *Teachers will know and utilize students' cultural and experiential frames of reference to activate prior knowledge and build connections to new knowledge*

Students with IEPs:

- Challenge: *Meeting the needs of an increasing number of students who receive special education services through IDEA*
- Support:
  - *Students will receive push-in or pull-out support from the special education teacher and/or or special education paraprofessionals based on the student's IEP goals*

[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)

- *Push in support for students in their classrooms in coordination with the classroom teacher and based on the student's IEP goals*
- *Pull out support for students (when necessary) based on the student's IEP goals*
- *Student and Family support through Communities in Schools*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *The staff at SCE is very committed to the students and the school.* • *Active PTA* • *Established PLC's*	• *50% new staff including ARLs, long-term subs, and teachers new to the profession.* • *Tier I instruction is not meeting the needs of 80% of students* • *A Disproportionate amount of focus on Tier II instruction has superseded the primary focus of Tier I teaching and learning* • *School focus on reading and math has resulted in a decrease of instruction in other subjects that could lead to higher engagement and build the necessary knowledge to succeed in literacy and math.*

Problem Statement: *Teachers do not consistently provide instruction in all core NVACS - reading, writing, math, science, and social studies.*

Critical Root Causes of the Problem:

- *Teachers lack knowledge, confidence, and experience to teach core content NVACS*

Adult Learning Culture	
School Goal: *By spring 2023, SCE teachers will provide instruction in the core content NVACS: reading, math, writing, science, social studies.* **Formative Measures:** • *NNRPDP evaluation following professional learning sessions* • *Teacher self-assessment* ○ *How much time each day do you typically spend on each content area?*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ▮ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4

○ *How knowledgeable are you in each content area?* ○ *How confident are you in each content area? (self-efficacy) Likert 1-6*	☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Partner with the Northeastern Nevada Regional Professional Development Program to develop and facilitate professional development sessions provided throughout the year, geared toward building teacher knowledge, confidence, and ability to teach all core content NVACS - reading, writing, math, science, social studies and to provide grade-level team and individual support as requested, in alignment with the school's goals for the academic year.*

Lead: *Who is responsible for implementing this strategy?*
Spring Creek Elementary administrator and staff in partnership with NNRPDP

Evidence Level: *Practices employed by NNRPDP have a well-defined logic model and are supported by research; level 4 (ESSA). The rationale for teaching social studies and science content in elementary grades is supported by extensive research and is expected in the Nevada Academic Content Standards.*

Akerson, V. and Donnelly, L. (2010). Teaching Nature of Science to K-2 Students: What Understandings Can They Attain? *International Journal of Science Education,* 32(1), 1-28.

Cabell, S. and Hwang, H. (2020). Building Content Knowledge to Boost Comprehension in the Primary Grades. *Reading Research Quarterly,* 55(1), 99-107.

Common Core. (2009). *"Why We're Behind: What Top Nations Teach Their Students but We Don't."* Washington, D.C.

Council of Chief State School Officers (2018). *"The Marginalization of Social Studies."* Washington, D.C.

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Additionally, research around the importance of teaching writing is abundant and clear.

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The professional learning opportunities outlined in this plan include effective design elements including content focus, active learning, and collaboration.

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development.* Palo Alto, CA: Learning Policy Institute.

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

- *Five Professional Development sessions focused on the goal to support teachers to gain the knowledge, confidence, and ability to teach all core content NVACS: reading, writing, math, science, social studies*
- *Teachers will schedule time in their day to ensure ALL NVACS standards are taught*
- *Teachers will become familiar with ALL of their content standards as well as curricular materials to teach those standards*
- *Teachers will ensure all tasks are aligned with standards and place an appropriate cognitive demand on diverse learners*
- *Grade level lesson study sessions on the content area of their choice*

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

- *Time for 5 professional learning session during the year*
- *NNRPDP professional learning providers will facilitate professional learning*
- *Time and scheduling for teachers to engage in lesson study*

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

- *Implementation Challenge: Limited time for professional development*
- *Potential Solution: Grade level professional development during the school day*

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

- *Continue state funding provided to Northeastern Nevada Professional Development Program (NNRPDP), so that districts, schools, and educators can access valuable high-quality professional learning without the typical barrier of cost.*
- *Substitute teachers paid for by district general funds*

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: *Ensuring that EL students get the language support they need to promote their academic growth*
- Support:
  - *Access/WIDA to track student progress*
  - *Early identification of English Language Learners*
  - *ELL pull out support for students in their classroom (once/week)*

Foster/Homeless:

- Challenge: *Identifying and supporting students experiencing homelessness, or those who are in foster care*
- Support:
  - *Communicate with Central Kitchen and Transportation to fulfill McKinney-Vento requirements*
  - *Student and Family support through Communities in Schools*
  - *Work in collaboration with the Division of Child and Family Services to provide services for students who are in foster care*
  - *Counselor will support identified students*

Free and Reduced Lunch:

- Challenge: *Meeting the physical needs of student experiencing poverty so that they can fully engage in academic learning*
- Support: *Student and Family support through Communities in Schools*

Migrant: *Determine what is needed in order to potentially identify migrant students in need of additional resources and support*

Racial/Ethnic Groups:

- Challenge: *Students need culturally responsive pedagogy to support their learning*
- Support: *Teachers will know and utilize students' cultural and experiential frames of reference to activate prior knowledge and build connections to new knowledge*

Students with IEPs:

- Challenge: *Meeting the needs of an increasing number of students who receive special education services through IDEA*
- Support:
  - *Students will receive push-in or pull-out support from the special education teacher and/or or special education paraprofessionals based on the student's IEP goals*
  - *Push in support for students in their classrooms in coordination with the classroom teacher and based on the student's IEP goals*
  - *Pull out support for students (when necessary) based on the student's IEP goals*
  - *Student and Family support through Communities in Schools*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
*In the spring 2022 School Climate Survey of 5th grade students, responses to questions related to **self-awareness and social awareness** showed that these are areas of strength.* • *85% of students reported that they know what their strengths are* • *87% of students reported that they know when someone needs help.*	*On the spring 2022 School Climate Survey of 5th grade students, responses to questions related to **self-management** showed this to be an area for growth:* • *49% of students reported that it is difficult or very difficult "getting through something even when I feel frustrated. "* • *42% of students reported that it is difficult or very difficult "finishing tasks even if they are hard for me."*
Problem Statement: Students report that they struggle to persist when faced with difficult or frustrating tasks and situations. **Critical Root Causes of the Problem:** • *Not enough scaffolds in place to help students strengthen self-management skills* • *Lack of consistent language and expectations for student behavior among staff*	

Connectedness	
School Goal: *By spring 2023 positive responses on the School Climate Survey of Spring Creek Elementary students K-5, in the area of self management, will increase to at least 75%, specifically on the following questions:* • *Getting through something even when I feel frustrated* • *Finishing tasks even if they are hard for me* **Formative Measures:** • *Nevada School Climate and Social Emotional Learning Survey for 5th graders* • *Modified school climate survey for K-4*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Students will receive support in self-management from the school counselor and classroom teachers.*

Evidence Level:
This improvement strategy meets ESSA evidence level 4. There is a well-defined logic model with research to support that teaching students SEL skills and strategies including self-management skills leads to increased knowledge and ability to apply the SEL skills in the classroom.

> Taylor, R., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development,* 88, 1156-1181. DOI:10.1111/ cdev.12864

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

- *The school counselor will target specific grade level lessons in each classroom toward helping students learn self-management skills*
- *The school counselor will target self-management with her "lunch bunch" students*
- *The school counselor will provide staff with strategies and ideas to promote student self-management in the classroom.*

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

- *Time for the counselor to provide lessons and strategies*

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

- *Implementation Challenge: other things seem more urgent and take precedence*
- *Potential Solution: stay focused on the goal and the plan*

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

- *Materials for teaching self-management lessons (Spring Creek Elementary general fund)*

Lead: *Who is responsible for implementing this strategy?*
School administrator and school counselor

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: *Ensuring that EL students get the language support they need to promote their academic growth*
- Support:
  - *Access/WIDA to track student progress*
  - *Early identification of English Language Learners*
  - *ELL pull out support for students in their classroom (once/week)*

Foster/Homeless:

- Challenge: *Identifying and supporting students experiencing homelessness, or those who are in foster care*
- Support:
  - *Communicate with Central Kitchen and Transportation to fulfill McKinney-Vento requirements*
  - *Student and Family support through Communities in Schools*
  - *Work in collaboration with the Division of Child and Family Services to provide services for students who are in foster care*
  - *Counselor will support identified students*

Free and Reduced Lunch:

- Challenge: *Meeting the physical needs of student experiencing poverty so that they can fully engage in academic learning*
- Support: *Student and Family support through Communities in Schools*

Migrant: *Determine what is needed in order to potentially identify migrant students in need of additional resources and support*

Racial/Ethnic Groups:

- Challenge: *Students need culturally responsive pedagogy to support their learning*
- Support: *Teachers will know and utilize students' cultural and experiential frames of reference to activate prior knowledge and build connections to new knowledge*

Students with IEPs:

- Challenge: *Meeting the needs of an increasing number of students who receive special education services through IDEA*
- Support:
  - *Students will receive push-in or pull-out support from the special education teacher and/or or special education paraprofessionals based on the student's IEP goals*
  - *Push in support for students in their classrooms in coordination with the classroom teacher and based on the student's IEP goals*
  - *Pull out support for students (when necessary) based on the student's IEP goals*
  - *Student and Family support through Communities in Schools*

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
Initial staff meeting	*August 24, 2022*	• *Generated strengths and concerns for each of the Continue Improvement Inquiry Areas. The school as a whole has a strong connection within the school culture between staff, parents, and students. Students are motivated to learn. Adults are willing to learn and supportive of students.*
Spring Creek Elementary Staff	*Sep/Oct 2022*	• *Staff were given an opportunity to complete a survey about content areas in which they need most support.*
Spring Creek Elementary families	*Sep/Oct 2022*	• *Parents were given an opportunity, through survey questions, to provide input about what they think the school is doing well and what areas need improvement.*