

## Elko County School District

# Southside Elementary

## 2022-2023 School Performance Plan: A Roadmap to Success

*Southside 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:** TW Cunningham

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**Phone:** 775-738-3731

**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
TW Cunningham	<b>Principal</b>
Jennifer Aranguena	<b>Vice Principal</b>
Melinda Gomez	<b>Teacher</b>
Ashley Meadows	<b>Teacher</b>
Tamme Carsrud	<b>Teacher</b>
Maite McCoy	<b>Teacher</b>
Sayra Mercado	<b>Paraprofessional</b>
Yesenia Avila	<b>Parent</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 [http://nevadareportcard.nv.gov/DI/nv/elko/southside\\_elementary\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/elko/southside_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
<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Intervention</li> <li>• Support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and utilizing data.</li> <li>• Admitting vulnerability and accepting feedback</li> <li>• Increase attendance and reduce tardiness.</li> </ul>
<p><b>Problem Statement:</b></p> <ul style="list-style-type: none"> <li>• Based on the Fall 2022 MAP data, 83-86% of students from 1st through 4th grade are non-proficient in math. 1st grade struggles the most in the areas of numbers and operations, as well as measurement and data. 2nd grade struggles the most in measurement and data. 3rd and 4th grade struggle in the areas of operations, algebraic thinking, numbers, and operations.</li> <li>• Based on the Fall 2022 MAP data, 76-86% of students from 1st through 4th grade are non-proficient in reading. 1st grade lacks in the areas of vocabulary and foundational skills. 2nd and 3rd grade show the lowest scores in the areas of informational text and vocabulary. 4th grade struggles in literary and informational texts.</li> <li>• SBAC results from the 2021-2022 school year indicate that in 3rd graders in the area of reading, 59 students scored a level 1, 30 students scored a level 2, 16 students scored a level 3, and 11 students scored a level 4. The scores for 4th graders are as follows: in the area of reading 58 students scored a level 1, 24 students scored a level 2, 18 students scored a level 3, and 9 students scored a level 4.</li> <li>• SBAC results from the 2021-2022 school year indicate that in 3rd graders in the area of math, 60 students scored a level 1, 42 students scored a level 2, 11 students scored a level 3, and 3 students scored a level 4. The scores for 4th graders are as follows: in the area of math 60 students scored a level 1, 35 students scored a level 2, 10 students scored a level 3, and 2 students scored a level 4.</li> </ul> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• New teachers are unsure of the what, why, and how</li> <li>• Inconsistent curriculum throughout the school and between the grade levels</li> <li>• Instructional gaps due to COVID exclusions, hybrid learning, and distance learning</li> <li>• Lack of systematic phonic curriculum</li> <li>• Inconsistent implementation of differentiated Tier I instruction and effective, research-based, aligned Tier 2 and 3 interventions.</li> <li>• No usage of vertical alignment</li> <li>• Inconsistent vocabulary use</li> </ul>	



## Student Success

### School Goal:

By the Spring NWEA MAP assessment, 100% of all Southside students will improve in their ELA(Reading) and MATH RIT growth score. 80% of students will meet or exceed their projected RIT growth by the Spring assessment.

### Formative Measures:

- NWEA MAP Assessments
- SBAC
- i-Ready Diagnostic
- DIBELS
- Attendance

### Aligned to Nevada's STIP Goal:

- STIP Goal 1     STIP Goal 2
- STIP Goal 3     STIP Goal 4
- STIP Goal 5



**Improvement Strategy 1:** With the use of i-ready, we will implement school wide (common) math strategies through common assessments that are aligned vertically.

**Evidence Level:** ESSA Evidence Level 2 - Moderate

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

- Continue to provide professional development for the i-ready math program
- Sustain a schedule which allows a common planning time where grade level groups have time to plan collaboratively, develop instructional strategies, and create common assessments (common pacing)
- Create and maintain a schedule that would allow for vertical PLCs to take place

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

- i-ready math program
- Common planning time

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

- *Implementation Challenge:*
  - Teacher buy-in and willingness to use a common curriculum
  - Over supplementation of the curriculum
  - Limited time to provide professional development for teachers
  - Deficit mindsets
- *Potential Solution:*
  - Implementing an accountability plan with accountability partners
  - On-going professional development
  - Develop asset-based or growth mindset thinking

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

- Title I funding and/or at-risk grants

**Improvement Strategy 2:** Improve student literacy in reading and writing with the use of vocabulary strategies (Wonders).

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

School wide responsibility



**Evidence Level:** ESSA Evidence Level 1 - Strong

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

- Sustain a schedule which allows a common planning time where grade level groups have time to plan collaboratively, develop instructional strategies, and create common assessments (common pacing)
- Create and maintain a schedule that would allow for vertical PLCs to take place
- Professional development early outs planned throughout the year
- Identify current vocabulary strategies and their effective on student learning (wordage)
- Create list of supports and scaffolding that has a positive effective on student learning.
- Implement a backwards design when planning lessons

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

- Wonders
- Unit assessments
- standards

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

- *Implementation Challenge:*
  - Teacher buy-in and willingness to use a common curriculum
  - Over supplementation of the curriculum
  - Limited time to provide professional development for teachers
  - Deficit mindsets
- *Potential Solution:*
  - Implementing an accountability plan with accountability partners
  - On-going professional development
  - Develop asset-based or growth mindset thinking

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

- Title I funding and/or at-risk grants



**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: 171 students or 30 percent of our school’s population are English Learners
- Support: Increased communication between teachers and EL staff about the needs of EL students. Intervention blocks for both ELA and Math. ELL push in/Pull out supports for students in their classrooms. Language support for students and families.

**Foster/Homeless:**

- Challenge: Homeless students had a higher rate of absenteeism
- Support: Eliminate any identified barriers that prevent students from fully participating in school. Student and family support through Communities in Schools

**Free and Reduced Lunch:**

- Challenge: No specific challenged identified
- Support: No specific support identified

**Migrant:**

- Challenge: No specific challenged identified
- Support: No specific support identified

**Racial/Ethnic Groups:**

- Challenge: 40 percent of our school’s Hispanic students are English Learners
- Support: See English Learners

**Students with IEPs:**

- Challenge: 73 students or 12 percent of our school’s population have IEPs
- Support: Continue to review IEPs and ensure that instruction is consistently aligned to meet students’ needs. Push in/Pull out support for students in their classrooms.

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth

<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)



- Flexible
- Availability
- Desire to do better
- Meeting to discuss what is going on
- Support staff and intervention
- Admin availability

- Utilizing areas of strength in individual staff
- Collaboration
- Vulnerable, accept criticism

**Problem Statement:**

Staff struggles to create a vertical and horizontal alignment within our curriculum and with colleagues.

**Critical Root Causes of the Problem:**

- Not being held accountable for the curriculum
- Not all teachers are using data to drive their instruction and/or intervention
- Different progress monitoring tools and benchmark tools are being used across grade levels
- Not all grade levels are using common assessments

**Adult Learning Culture**

**School Goal:**

By end of first semester, 100% of Southside staff will collaborate within their grade level and complete an end of quarter assessment organizer that will be submitted and analyzed to ensure that curriculum is aligned throughout the school year.

**Formative Measures:**

- Common assessments
- Pacing guides
- MAP

**Aligned to Nevada’s STIP Goal:**

- STIP Goal 1     STIP Goal 2
- STIP Goal 3     STIP Goal 4
- STIP Goal 5



**Improvement Strategy:** Create and maintain a schedule that would allow for vertical PLCs to take place.

**Evidence Level:** ESSA Evidence Level 3 - Promising

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

- Build an organizer for each grade level
- Build an organizer for vertical PLCs
- Sustain a schedule which allows a common planning time where grade level groups have time to plan collaboratively, develop instructional strategies, and create common assessments (common pacing)
- Create and maintain a schedule that would allow for vertical PLCs to take place
- Professional development early outs planned throughout the year
- Each grade level with identify essential standards and develop common assessments using common skills and vocabulary.

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

- Organizer
- Wonders
- i-ready
- Achieve the core

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

- *Implementation Challenge:*
  - Teacher buy-in and willingness to plan horizontally and vertically
  - Applying skills needed within the grade levels
  - Limited time to provide professional development for teachers
  - Deficit mindsets
- *Potential Solution:*
  - Implementing an accountability plan with accountability partners
  - On-going professional development
  - Develop asset-based or growth mindset thinking

**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?*

School wide responsibility



- Title I funding and/or at-risk grants

**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**

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- Support: Increased communication between teachers and EL staff about the needs of EL students. Intervention blocks for both ELA and Math. ELL push in/Pull out supports for students in their classrooms. Language support for students and families.

**Foster/Homeless:**

- Challenge: Homeless students had a higher rate of absenteeism
- Support: Eliminate any identified barriers that prevent students from fully participating in school. Student and family support through Communities in Schools

**Free and Reduced Lunch:**

- Challenge: No specific challenged identified
- Support: No specific support identified

**Migrant:**



- Challenge: No specific challenged identified
- Support: No specific support identified

**Racial/Ethnic Groups:**

- Challenge: 40 percent of our school’s Hispanic students are English Learners
- Support: See English Learners

**Students with IEPs:**

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### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● CIS movie nights</li> <li>● PTA</li> </ul>	<ul style="list-style-type: none"> <li>● PBIS</li> <li>● Social/Emotional needs</li> </ul>
<p><b>Problem Statement:</b></p> <p>Lack of family engagement within the classroom and the school.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Lock doors</li> <li>● Language barriers</li> <li>● Availability</li> </ul>	



## Connectedness

### School Goal:

By the end of the year, Southside will set a revised expectation that family is the connectedness of the school as measured by PBIS and parent survey given by the end of the year.

### Formative Measures:

- Parent Survey
- Attendance of events
- Tracking of engagement
- PBIS

### 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:** The school will build authentic relationships with students and their families.

**Evidence Level:** ESSA Evidence Level 4 – Demonstrates a rationale

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

- Create a family engagement committee
- Create opportunities for parents to volunteer within the classroom
- Create after school events to involve students and parents
- Increase communication between the school and parents
- Train staff to communicate with language and cultural differences, and respect in mind

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

- Family Engagement Committee

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

- *Implementation Challenge:*
  - Teacher buy-in and willingness to have volunteers in their classroom

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

School wide responsibility



- Teacher buy-in and willingness to attend after school functions
- Parent willingness to volunteer or attend school functions
- **Potential Solution:**
  - Discuss the impact that parent involvement has on student success
  - Possible stipend for after school functions

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

- Title I funding/at-risk grants/ EL grants

**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: 171 students or 30 percent of our school’s population are English Learners
- Support: Increased communication between teachers and EL staff about the needs of EL students. Intervention blocks for both ELA and Math. ELL push in/Pull out supports for students in their classrooms. Language support for students and families.
- Thank you for your willingness to participate in the speaking and writing cohort to test a couple of strategies and hopefully, increase the speaking and writing skills and abilities of our students at SSE.
- NNRPDP has teamed up with our EL department to bring these strategies to you. We are going to have a virtual introductory meeting to discuss with you all about it and a chance for you to ask questions. I am including Darl from NNRPDP and she can give us a better idea on meeting times.

**Foster/Homeless:**

- Challenge: Homeless students had a higher rate of absenteeism
- Support: Eliminate any identified barriers that prevent students from fully participating in school. Student and family support through Communities in Schools

**Free and Reduced Lunch:**

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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
Open House	8/25/2022	<ul style="list-style-type: none"> <li>● 85% of parents participated in the open house</li> <li>● Send out mailings early to notify parents about open house and increase participation for next year</li> </ul>
Title I Parent Meeting	11/2/2022 11/3/2022	<ul style="list-style-type: none"> <li>● Send out mailings early to notify parents about the title I parent meeting and increase participation for next year</li> </ul>
Winterfest	12/9/2022	<ul style="list-style-type: none"> <li>●</li> </ul>
Literacy Night	TBD	<ul style="list-style-type: none"> <li>●</li> </ul>