

Carson City School District

Empire Elementary

School Performance Plan: A Roadmap to Success

Empire 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: Jon "Shelby" Tuttle
School Website: <https://empire.carsoncityschools.com/>
Email: jtuttle@carson.k12.nv.us
Phone: 775-283-1100
School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 11.18.22

School Continuous Improvement Team

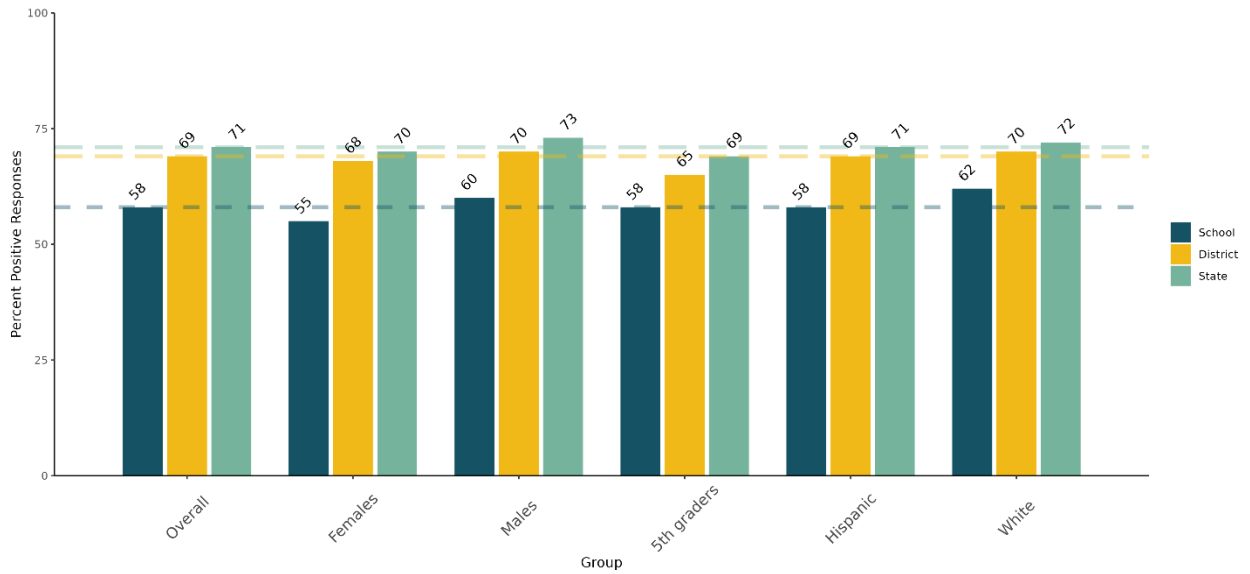
The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Jon "Shelby" Tuttle	Principal
Nathan Brigham	Vice Principal
Pre-K - Martina Doan Kinder - Liz Bryan 1st - Theresa Marler 2nd – Brittany Kane 3rd – Jenifer Munk 4th - Kayleigh Robinson 5th – Erica Meisler ESL - Vannesa Macias Sped - Joshlin Jensen Specialist - Cassidy Robinson	Teacher(s)
ESL Para- Maria Alvarez	Paraprofessional(s)
Carolina Garcia CINTHIA LUEVANO AMANDA LAMBORN	Parent(s)
N/A	Student(s) (required for secondary schools)
N/A	Tribes/Tribal Orgs (if present in community)
PIF - Miriam Ochoa	Specialized Instructional Support Personnel
James Maronne Adrienne Wiggins Laura Ricks	School Social Worker STEM Coordinator Instructional Coach

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

NV-SEL SEL Competencies Comparison SY 20-21 Empire ES – CCSD – State of Nevada





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"> • Scored at the favorable level in all categories of the NV-SEL survey and higher in every category compared with the CCSD averages • Positive trend in NV-SEL Data since 2015 • Empire Elementary Hispanic/Latino students showed a proficiency rate of 37.7% greater than the CCSD rate of 35.7% in ELA • Empire Elementary EL current and former students showed a proficiency rate of 37.1% greater than the CCSD rate of 36.3% in ELA • Empire Elementary Hispanic/Latino students showed a proficiency rate of 23.6% greater than the CCSD rate of 17.3% in science • Empire Elementary EL current and former students showed a proficiency rate of 20.6% greater than the CCSD rate of 15.0% in science • Empire Elementary Hispanic/Latino students showed a proficiency rate of 33.3% greater than the CCSD rate of 32.7% in Read by Grade 3 Proficient 	<ul style="list-style-type: none"> • NV-SEL Survey Data no categories scoring in the “Most Favorable” range • NV-SEL Survey Data scoring well below both Nevada and CCCSD averages in the area of Social and Emotional Competencies as related to student positive responses • Academic Achievement Indicator NSPF 5/25 • English Language Proficiency Indicator NSPF 7/10 • Student Engagement Indicator NSPF 0/10 • Growth Indicator NSPF 14.5/35 • Closing Opportunity Gaps Indicator NSPF 11/20
<p>Problem Statement:</p> <p>1) Empire Elementary students score low in SEL Competencies compared to other students in the state of Nevada and the Carson City School District.</p> <p>2) Empire students have a lower math proficiency than ELA proficiency, showing a significant gap between K-2 math achievement and 3-5 achievement.</p> <p>Critical Root Causes of the Problem:</p>	



- SEL competencies are critical skills that are required for success in college or careers. Students are not entering school with these skills and teachers are not yet equipped to teach them. There has been a limited amount of time and resources dedicated to teacher training and student instruction for the critical SEL competencies.
- Lack of teacher knowledge in teaching Math writing, which includes claim, evidence and reasoning, and students' knowledge of how to use these in writing. This also includes teachers' inconsistent verbiage in math writing, especially acronyms and teacher and students' lack of high cognitive demand (perseverance) in math writing. Currently most teachers are not trained in the critical skills of math writing and reasoning. Therefore, students are not receiving appropriate instruction in math writing and reasoning decreasing the opportunity for proficiency on state assessments.

Student Success

School Goal:

- 1) **Empire Elementary student Percent of Positive Responses overall scoring as measured by NV-SEL Survey will increase by 5 percentage points.**
- 2) **By the next SBAC exam our overall student proficiency in claims 1 and 3 for math will increase to 20% proficient.**

Formative Measures:

- 1) SEL
 - Walk-through data
 - Frequency of student access to SEL Curriculum
 - Frequency of student access to each SEL Competency
 - Percentage of certified teachers completing the CASEL SEL Workshop
- 2) Math Writing and Reasoning
 - School-Wide Claim, Evidence and Reasoning CER rubric and assessment tool
 - Walk-through observational data for frequency and level of math writing
 - Quarterly grade-level common assessments
 - Quarterly collaborative scoring of CER Assessments
 - Percentage of teachers completing the Math Writing and Reasoning Workshop

Aligned to Nevada's STIP Goal:

- | | |
|--|--|
| <input type="checkbox"/> STIP Goal
1 | <input checked="" type="checkbox"/> STIP Goal
2 |
| <input checked="" type="checkbox"/> STIP Goal
3 | <input checked="" type="checkbox"/> STIP Goal
4 |
| <input type="checkbox"/> STIP Goal 5 | |
| <input checked="" type="checkbox"/> STIP Goal
6 | |



Improvement Strategy:

Increase teacher knowledge and instructional skill for greater student learning and acquisition of SEL Competencies.

Action Steps:

- Ensure all students have access to SEL instruction by providing instructional time for SEL
- Ensure all students have access to SEL instruction by confirming SEL instruction and student participation during SEL instructional times
- Ensure all students have access to quality SEL instruction by increasing teacher knowledge and instructional strategies of the SEL Competencies through professional learning opportunities

Resources Needed:

- Walk-through time and observational tools
- Professional Learning Workshops

Challenges to Tackle:

- Time, funds, establishing value for SEL Competencies

Funding:

- ESSR Funds

Improve math writing for all students with consistent use of claim, evidence, and reasoning, math acronyms and perseverance in math writing.

Action Steps:

- Identify students who need support using SBAC writing data, MAP, and TSI flags
- Establishing common grade level formative CER assessment
- Ensure all students have access to CER instruction by providing instructional time for CER
- Ensure all students have access to CER instruction by confirming CER instruction and student participation during CER instructional times

Lead:

Principal, Vice-Principal, Instructional Coach and Grade Level Leaders.

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- Ensure all students have access to quality CER instruction by increasing teacher knowledge and instructional strategies of the CER through professional learning opportunities
- PD in the use of claim, evidence, and reasoning CER in math writing, note taking, AVID strategies
- Cross grade level work in strategies for use in teaching math, including use of common acronyms

Resources Needed:

- Time for the development of common grade level CER assessment and rubric
- Walk-through time and observational tools
- Professional Learning Workshops

Challenges to Tackle:

- Implementation Challenge: PD/PL Time

Funding:

- Title I Funds- Shift Cursive Writing Programs to PD/PL Afterschool Paid Time

Resource Equity Supports¹: 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: N/A
- Support: Extra support with ESL teachers teaching lowest math groups; extra support in class with ESL Paraprofessionals

Foster/Homeless: Data inconclusive

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

Free and Reduced Lunch: Data unavailable

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)



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

Migrant: Data unavailable

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

Racial/Ethnic Groups:

- Challenge: N/A
- Support: Progress monitoring using MAP, ILPs, to progress in DI groups

Students with IEPs:

- Challenge: N/A
- Support: DI intervention in special education class for 1 hour per day; support in classrooms with Sped Paraprofessionals

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Scored at the favorable level in all categories of the NV-SEL survey and higher in every category compared with the CCSD averages ● Positive trend in NV-SEL Data since 2015 ● Empire Elementary Hispanic/Latino students showed a proficiency rate of 37.7% greater than the CCSD rate of 35.7% in ELA ● Empire Elementary EL current and former students showed a proficiency rate of 37.1% greater than the CCSD rate of 36.3% in ELA ● Empire Elementary Hispanic/Latino students showed a proficiency rate of 23.6% greater than the CCSD rate of 17.3% in science ● Empire Elementary EL current and former students showed a proficiency rate of 20.6% greater than the CCSD rate of 15.0% in science ● Empire Elementary Hispanic/Latino students showed a proficiency rate of 33.3% greater than the CCSD rate of 32.7% in Read by Grade 3 Proficient 	<ul style="list-style-type: none"> ● SEL Competencies ● Marzano Priority Standards and Proficiency Scales ● Knowledge of Math Writing; Claim, Evidence and Reasoning Exemplars ● Knowledge of teaching and assessing Math Writing; Claim, Evidence and Reasoning including Exemplars ● Understanding of Restorative Practices and CWPBIS ● Schoolwide Positive Support Systems



Problem Statement:

- 1) Empire Elementary students score low in SEL Competencies compared to other students in the state of Nevada and the Carson City School District.
- 2) Empire students have a lower math proficiency than ELA proficiency, showing a significant gap between K-2 math achievement and 3-5 achievement.

Critical Root Causes of the Problem:

- SEL competencies are critical skills that are required for success in college or careers. Students are not entering school with these skills and teachers are not yet equipped to teach them. There has been a limited amount of time and resources dedicated to teacher training and student instruction for the critical SEL competencies.
- Lack of teacher knowledge in teaching Math writing, which includes claim, evidence and reasoning, and students' knowledge of how to use these in writing. This also includes teachers' inconsistent verbiage in math writing, especially acronyms and teacher and students' lack of high cognitive demand (perseverance) in math writing. Currently most teachers are not trained in the critical skills of math writing and reasoning. Therefore, students are not receiving appropriate instruction in math writing and reasoning decreasing the opportunity for proficiency on state assessments.

Adult Learning Culture

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Formative Measures:

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- 2) Math Writing and Reasoning

Aligned to Nevada's STIP Goal:

- | | |
|---|---|
| <input type="checkbox"/> STIP Goal 1 | <input checked="" type="checkbox"/> STIP Goal 2 |
| <input checked="" type="checkbox"/> STIP Goal 3 | <input checked="" type="checkbox"/> STIP Goal 4 |
| <input checked="" type="checkbox"/> STIP Goal 5 | <input type="checkbox"/> STIP Goal 6 |



- School-Wide Claim, Evidence and Reasoning CER rubric and assessment tool
- Walk-through observational data for frequency and level of math writing
- Quarterly grade-level common assessments
- Quarterly collaborative scoring of CER Assessments
- Percentage of teachers completing the Math Writing and Reasoning Workshop

Improvement Strategy:

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Action Steps:

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Resources Needed:

- Walk-through time and observational tools
- Professional Learning Workshops

Challenges to Tackle:

- Time, funds, establishing value for SEL Competencies

Funding:

- ESSR Funds

Improve math writing for all students with consistent use of claim, evidence, and reasoning, math acronyms and perseverance in math writing.

Action Steps:

- Identify students who need support using SBAC writing data, MAP, and TSI flags
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Lead: Principal, Vice-Principal, Instructional Coach and Grade Level Leaders.

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- PD in the use of claim, evidence, and reasoning CER in math writing, note taking, AVID strategies
- Cross grade level work in strategies for use in teaching math, including use of common acronyms

Resources Needed:

- Time for the development of common grade level CER assessment and rubric
- Walk-through time and observational tools
- Professional Learning Workshops

Challenges to Tackle:

- Implementation Challenge: PD/PL Time

Funding:

- Title I Funds- Shift Cursive Writing Programs to PD/PL Afterschool Paid Time

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English Learners

- Challenge: N/A
- Support: Extra support with ESL teachers teaching lowest math groups; extra support in class with ESL Paraprofessionals



<p>Foster/Homeless: Data inconclusive</p> <ul style="list-style-type: none"> • Challenge: N/A • Support: N/A <p>Free and Reduced Lunch: Data unavailable</p> <ul style="list-style-type: none"> • Challenge: N/A • Support: N/A <p>Migrant: Data unavailable</p> <ul style="list-style-type: none"> • Challenge: N/A • Support: N/A <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> • Challenge: N/A • Support: Progress monitoring using MAP, ILPs, to progress in DI groups <p>Students with IEPs:</p> <ul style="list-style-type: none"> • Challenge: N/A • Support: DI intervention in special education class for 1 hour per day; support in classrooms with Sped Paraprofessionals

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • As of November 7th 2022, Chronic Absences are at 17.8% • Chronic Absenteeism rate for Empire Elementary is 25.0%, lower than the state rate of 36.0% 	<ul style="list-style-type: none"> • Chronic Absentee Rate for 2021-2022 SY was 25%
<p>Problem Statement: Students who are consistently not present in class cannot receive high-quality, first-time instruction which is impacting the progressive nature of successful learning of the grade level content.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Empire Elementary Leadership needs to increase it's understanding of state attendance policies and procedures. • Empire Elementary families have limited understanding of the criteria to excuse an absence. • Families undervalue their child's participation in regular attendance. • Lack of student engagement in current use of curriculum. • Students do not feel successful. 	



Connectedness

School Goal: At the end of SY 22-23 Empire Elementary’s State Chronic Absentee rate will be less than 5%.

Formative Measures:

- Weekly monitoring of Chronic Absenteeism

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:

Decrease number of students who are deemed Chronically Absent by the State of Nevada.

Evidence Level: Level 2 for implementation of a social emotional learning program Level 1 for attendance intervention

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

1. Educate families about the benefits of regular school attendance via Time with Tuttle meetings, Mustang Messenger (ParentSquare), Facebook, and Empire webpage.
2. Educate families about the criteria of excused absences
3. Combine efforts of SEL student learning and adult learning culture action steps
4. Increase differentiation and student engagement in all instructional time blocks
5. Weekly monitoring for student attendance data by the assistant principal
6. Regular communication by PIF and SSW with students who are approaching the chronic absentee barrier

Lead:

Principal – Item 1
 Principal – Item 2
 Principal and Instructional Coach Item 3
 Mgt. Team – Item 4
 Vice Principal – Item 5
 PIF and SSW – Item 6



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: Making connections with families as partners.
- Potential Solution: Ongoing education for educators in SEL, ongoing family education on the value of regular student participation, consistent monitoring of students who have multiple barriers for coming to school.

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

- Title I funding for PIF

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: Communicating partnership in the value of education
- Support: Regular communication in family’s primary language all forms, oral and written

Foster/Homeless: Data inconclusive

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

Free and Reduced Lunch: Data unavailable

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

Migrant: Data unavailable

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

Racial/Ethnic Groups:



- Challenge: All groups need intervention
- Support: Tier I support school wide, Tier II for any group in the targeted range, Tier III to overcome specific individual barriers

Students with IEPs:

- Challenge: All groups need intervention
- Support: Tier I support school wide, Tier II for any group in the targeted range, Tier III to overcome specific individual barriers

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
Mustang Messenger- Weekly Parentsquare communicating important dates and activities, but also communicating regular progress toward school goals.	Weekly Every Wednesday	<ul style="list-style-type: none"> ● Learning is ongoing. Our goal is to communicate with all families by a means congruent with their means of receiving information about our goals and the success of their child, increasing our level of partnership.
Leadership Team/CIP	10.11.22	<ul style="list-style-type: none"> ● We learned that teachers need greater support in understanding the SEL standards and strategies by which to deliver them.
Time with Tuttle	10.12.22	<ul style="list-style-type: none"> ● 6 Family Attendees- increase time slots
Time with Tuttle	11.9.22	<ul style="list-style-type: none"> ● 3 Family Attendees in AM zero attendees in the afternoon