Carson City School District

E.W. Fritsch Elementary School

School Performance Plan: A Roadmap to Success

Fritsch Elementary School *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.*

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School Designations: X Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 9-19-22

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
Dan Brown	**Principal**
Gina Hoppe	**Vice Principal**
Heather Canfield Estephanie Moreno Patricia Valdespino Jana Raab Rachel Overstreet Veronica Arellano Nicole Witkowski	**Teacher(s)** *(required)* *Kindergarten* *1st Grade* *2nd grade* *3rd grade/GATE Coordinator* *4th grade* *5th grade* *Music*
Sharon Lepire	**Paraprofessional(s)** *Librarian*
Tiffany Gelbaum	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Kristy-Ann Wertz Nicole Sitton Lacey Carey	**Specialized Instructional Support Personnel** **ESL Coordinator** **SSW** **Instructional Coach**
Add additional members/roles as necessary	

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/carson_city/edith_w._fritsch_elementary/2022

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**
• *WIDA - 22% of our English Language students exited the program.* • *SBAC – According to 2021-2022 SBAC results, 51.9% of the 3rd, 4th, and 5th grade students were proficient in reading.* • *MTSS – According to the Spring 2022 TFI, Fritsch had 100% implementation at the Tier 1 level*	• *According to the 2022 SBAC scores, 46% of the 3rd, 4th, and 5th grade students were proficient in math on the assessment.* • *Math AGP – According to the school rating, The Math AGP was 37%.* • *According to the Nevada Report Card, 34% of the Fritsch student body were considered chronically absent from school.* • *Overall Fritsch is at 87% in all three Tiers of MTSS. School focus is to analyze MTSS supports at the Tier 2 and 3 levels.*

Problem Statement: *The 2022 SBAC results align with 2022 Spring MAP assessment results in math. Student proficiency in math needs to increase in order to increase Math AGP.*

Critical Root Causes of the Problem:
A critical root cause is the lack of focus with math PL. The focus has been on ELA over the last two years and ELA proficiency increased. The other critical root cause is the high percentage of students considered chronically absent.

Student Success	
School Goal: • *Maintain an 18% exit rate for English Language Learners as measured on the ACCESS assessment.* • *Increase the math proficiency rate by 10% for students with an IEP as measured on Spring MAP assessment.* • *Increase the math proficiency rate by 15% for all students 3rd, 4th, and 5th grade as measured by the SBAC Assessment.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4

Formative Measures: ● *Spring NWEA MAP Assessment* ● *2023 SBAC Results*	X STIP Goal 5

Improvement Strategy: *Title 1 funds are allocated to hire an instructional coach, and to assist teachers in designing differentiated instruction to support identified needs of students. The instructional coach will facilitate PLC meetings in which time will be allocated to student data analysis, planning to support student deficiencies, and the creation of formative assessments to progress monitor student growth.*

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

Evidence Level:

● *Tier 3- Need to monitor effectiveness by evaluating formative assessments and the level of rigor they are being prepared at. Observations will be conducted to gather data on the instructional practices taking place in the classroom.*
● *Tier 2 Providing appropriate professional learning opportunities to staff members*

Action Steps: *What steps do you need to take to implement this improvement strategy?*
● *Use Title Funds to maintain the salary and benefits for an instructional coach.*
● *Seek and provide opportunities for the instructional coach to gain an understanding on how to differentiate instructional practices to support students' needs.*
● *Provide training on creating efficient formative assessments.*
● *Structure PLC time so teachers analyze student data to determine students' academic needs.*
● *Create a differentiated block in the daily instructional schedule.*
● *Monitor student progress.*

Resources Needed: *What resources do you need to implement this improvement strategy?*
● *Title 1 budget resources to fund an instructional coach.*
● *Professional learning on analyzing MAP data to determine students' needs and how to utilize the Learning Continuum to support the needs.*
● *PLC agendas that include a focus for each meeting and materials to bring. Agenda will also include a timeline for administering formative assessment and analyzing results.*
● *ESSER 3 resources to fund a paraprofessional interventionist to be trained in providing intensive interventions for identified students.*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge: According to data results, students are missing key foundational skills that are needed to be proficient in the grade level standards.*
- *Potential Solution: Using current data, students' academic needs will be identified and students will be grouped by like needs. An intervention block will be included into the daily schedule to support those needs.*

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

- *Title 1 budget resources to hire an instructional coach.*
- *ESSER 3 funds for a paraprofessional to work with students needing extensive interventions*

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: *Students need extra support in areas identified on WIDA data results.*
- Support: *Teacher will utilize ELLevations program to determine appropriate instructional practices to support EL students. EL students at the 1 and 2 proficiency levels will be supported by the EL Coordinator in small group pull out sessions.*

Foster/Homeless:
- Challenge: *Many of the students identified as foster/homeless have a high absenteeism rate.*
- Support: *Work with office specialist to identify the students having a high absenteeism rate and provide support through the MTSS team to increase attendance rate.*

Free and Reduced Lunch:
- Challenge: *Many of the students identified as Free/Reduced have a high absenteeism rate.*

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[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)

- Support: *Work with office specialist to identify the students having a high absenteeism rate and provide support through the MTSS team to increase attendance rate.*

Migrant:
- Challenge: *Students are emergent in the Nevada Core Academic Standards.*

- Support: *Students will be monitored and if needed will be included in small group intervention sessions supported by an interventionist*
- **Racial/Ethnic Groups:**
- Challenge: *A change in current practices is needed to monitor all sub populations. Currently EL and Hispanic populations are monitored.*
- Support: *Data from MAP assessments will be analyzed and disaggregated by sup pops to determine if students in each population are growing academically.*

Students with IEPs:
- Challenge: *Providing extra supports for students on IEPs is a priority for the caseworker and needs to be a team effort with classroom teachers.*
- Support: *Besides monitoring the students' progress on goals and objectives outlined in the IEP, students' needs will be supported during the differentiated instructional block.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- *Staff have embraced the implementation of the **SEL Caring Schools Community** curriculum.* - *Staff are confident in themselves and effective educators.* - *Administration and staff have mutual respect.* - *Staff overwhelming believe Fritsch is a great school.*	- *Staff need strategies on how to work with students with behavioral needs.* - *Staff need PL in differentiated instruction practices.* - *Teachers need to utilize PLC time productively to support the DI/WIN times.*

Problem Statement: *Teachers need productive collaborative time to plan for the DI/WIN Time.*

Critical Root Causes of the Problem:
- *Teachers were introduced to the idea of using the DI/WIN time to support students' needs. This was a big change to the instructional block, and teachers needed time to grasp the ideas and make it a positive change.*

Adult Learning Culture

School Goal: *By creating a positive collaborative effort during PLC meetings, the number of students on ILP/MLPs will decrease by 10% and the number of students above the 40th percentile will increase by 10% as measured on the Spring MAP Assessment.* **Formative Measures:** ● *Spring Staff Survey* ● *Spring MAP Assessment* ● *Teacher created formative assessments*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 X STIP Goal 5 XSTIP Goal 6
Improvement Strategy: *Observation data will be collected on instructional scaffolding practices. Student data will be collected using formative assessments to progress monitor student growth.* **Evidence Level:** *Tier 1 Formative Assessments and the Elementary School Student academic achieved: A review of the Evidence.* **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *Staff will be provided professional learning on the Marzano's Proficiency scales and how to implement them into their student monitoring process.* ● *Staff will be provided professional learning on creating and using appropriate formative assessment tools.* ● *Staff will be trained in CPI strategies.* **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● *Training in implementing proficiency scales to measure student progress in math.* ● *Professional Learning on creating and using appropriate formative assessments to progress monitor student growth.* ● *Funding to purchase materials to train staff in CPI.* **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge: Professional learning time dedicated to train staff.* ● *Potential Solution: Dedicate professional learning time during minimum days to support staff needs in the identified areas.*	**Lead:** *Who is responsible for implementing this strategy? Administration, Instructional Coach, and classroom teachers*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* *Service for District Math Instructional Coach provided by district 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: *EL students have gaps in learning that need to be addressed during a differentiated instructional block.*
- Support: *By establishing a positive school tone, and building a strong adult community, EL students will grow academically, emotionally, and socially.*

Foster/Homeless:
- Challenge: *Foster/Homeless students have gaps in learning that need to be addressed during a differentiated instructional block.*
- Support: *By establishing a positive school community, and building a strong adult community, students in transition will grow academically, emotionally, and socially.*

Free and Reduced Lunch:
- Challenge: *Free and reduced lunch students have gaps in learning that need to be addressed during a differentiated instructional block.*
Support: By establishing a positive school community, and building a strong adult community, low socioeconomic students will grow academically, emotionally, and socially.

Migrant:
- Challenge: *Migrant students have gaps in learning that need to be addressed during a differentiated instructional block.*
- Support: *By establishing a positive school community, and building a strong adult community, migrant students will grow academically, emotionally, and socially.*

Racial/Ethnic Groups:
- Challenge: *Racial /Ethnic students have gaps in learning that need to be addressed during a differentiated instructional block.*
- Support: *By establishing a positive school community, and building a strong adult community, students are considered equal, and will grow academically, emotionally, and socially.*

Students with IEPs:
- Challenge: *Students with IEPs have gaps in learning that need to be addressed during a differentiated instructional block.*
- Support: *By establishing a positive school tone, and building a strong adult community, students with IEPs will grow academically, emotionally, and socially.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
91% of parents shared their children were happy to attend Fritsch. • *86% of parents shared they felt welcomed at Fritsch.* • *90% of parents felt they had an understanding of what was being taught in their child's classroom.* • *91% of the parents believe Fritsch is meeting the academic needs of their child.* • *88% of the parents are satisfied with the communication from school and their child's teacher.* • *Staff members have fully implemented the use of the SWIS behavior tracking system.* • *TFI results demonstrate strong Tier 1 supports are evident in the school climate and culture.*	• *Parents do not understand the use of the Home Connection resource to bridge the SEL program between school and home.* • *Only 70% of parents understand that implications if their child is absent from school.* • *14% of the parents do not feel welcomed at Fritsch.* • *34% of the student population were considered chronically absent from school during the 2021-2022 school year.* • *Boys are receiving three times as many SWIS referrals as girls.* • *According to TFI data, 69% of Tier 2 and Tier 3 supports are evident in the school climate and culture.*

Problem Statement: *How do we assist parents in making sure their child attends school for 90% of the school year?*

Critical Root Causes of the Problem:
- *Parents are not involved in a partnership with the school to make sure students are attending school.*

Connectedness

School Goal: *85% of the students at Fritsch will attend school for 90% of the school year.* **Formative Measures:** ● *Attendance will be tracked in Infinite Campus.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 X STIP Goal 5 XSTIP Goal 6
Improvement Strategy: *Support student success by transforming the ways in which administration, teachers and families collaborate with one another on school attendance, SEL, and weekly progress.* **Evidence Level:** *Tier 2 Strengthen educator capacity to build collaboration between teachers and families.* **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *Continue to bridge the connection between school and home by weekly communication through the Pee Chee folders, classroom newsletters, and strengthening parent/guardian understanding of the Home Connection SEL project.* ● *Track student attendance and when needed request a meeting with parents/guardians to determine if supports are needed to get students to attend school.* ● *Create a PR campaign to share the importance of school attendance.* ● *Create a process for parents/guardians to refer students to the MTSS Intervention Team.* ● *Create a process to monitor students currently in the MTSS Intervention program.* **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● *Support from the School Social Workers to assist parents/guardians with resources.* ● *Work with the school district's public information officer to promote school attendance.* ● *Utilize the office specialist to track student attendance.* ● *Funding to pay the MTSS Intervention team to meet outside of the contractual employment time.*	**Lead:** *Who is responsible for implementing this strategy?* *School administration* *School Social Worker* *MTSS Team Coordinator*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:*
- *Not all teachers provide a class newsletter to parents/guardians.*
- *Not all teachers are providing the Home Connection inform to parents/ guardians.*
- *Not all parents/guardians believe is mandatory and make school optional for their children.*
- *Potential Solution:*
- *Teachers will be required to share samples of classroom newsletters and how they are sharing the Home Connection information with parents.*
- *Make parents/guardians aware of the importance of school attendance by providing information on the benefits of attending school.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- *Funding is needed to maintain the position of a School Social Worker.*

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: *No concerns shared from parents. This sub pop is not an attendance concern.*
- Support: *Continue to monitor for parent concerns and attendance issues.*

Foster/Homeless:
- Challenge: *This is a transient population. We did not receive a high response from parent survey. Attendance concerns are high in this sub pop.*
- Support: *Find a different approach besides a survey to determine parent/guardian relationship to the school. Target interventions to support school attendance.*

Free and Reduced Lunch:
- Challenge: *We did not receive a high response from parent survey. Attendance concerns are high in this sub pop.*
- Support: *Find a different approach besides a survey to determine parent/guardian relationship to the school. Target interventions to support school attendance.*

Migrant:
- Challenge: *Survey was presented to parents in native language. Parents did not have enough background knowledge to respond to survey questions. Attendance is not a concern with this sub pop.*
- Support: *Find a different approach besides a survey to determine parent/guardian relationship to the school.*

Racial/Ethnic Groups:
- Challenge: *Parent survey did not address Ethnic groups or have parents/guardians state a race.*
- Support: *When surveying parents/guardians an option will be available to represent a race or ethnicity.*

Students with IEPs:
- Challenge: *No concerns shared from parents. This sub pop is not an attendance concern.*
- Support: *Continue to monitor for parent concerns and attendance issues.*

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 ice cream social and teacher meeting*	*08/12/22*	• *To continue with this event so we have a high percentage of parent participation.*
• *Parent Information Night Title 1, SEL, School Safety*	*9/15/22*	• *Not sure how to get a better parent participation. Is a video presentation more productive?*
• *Family Math Night*	*11/8/22*	• *Parents enjoyed the opportunity to have family events again.*