

**District Name**

# Seeliger ES

## School Performance Plan: A Roadmap to Success

*Seeliger ES 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:** Paula Zona

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**Phone:** (775) 283-2200

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on June 6, 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
Paula Zona	<b>Principal(s)</b> <i>(required)</i>
Rod Butler	<b>Other School Administrator(s)</b> <i>(required)</i>
Carol Reed, Bonnie Madieros, Holly Weber	<b>Teacher(s)</b> <i>(required)</i>
Marisol Sherlock	<b>Paraprofessional(s)</b> <i>(required)</i>
Kelly Sullivan, Sara Ecklund	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
N/A	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Stephanie Navidad-Marcos	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

## 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 [Nevada Report Card](#).



# 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>Seeliger’s levels of proficiency as measured by SBAC are back up to pre-pandemic numbers. (53-55%)</li> <li>The percent of students that met their AGP on ACCESS was 70% exceeding the District rate of 53.5%.</li> <li>Seeliger earned all available points for Closing the Opportunity Gap (20 points) and English Language Proficiency (10 points) according to NSPF.</li> </ul>	<ul style="list-style-type: none"> <li>44% of Seeliger students were proficient (61<sup>st</sup> percentile and above) as measured by Fall 2022 Reading MAP data.</li> <li>50% of Seeliger students were proficient (61<sup>st</sup> percentile and above) as measured by Fall 2022 Math MAP data.</li> <li>The proficiency rate in science on SBAC (5<sup>th</sup> grade only) was 32.6%.</li> <li>Seeliger’s subpopulations of concern are Hispanic and Free Reduced Lunch students in Math as measured by the SBAC and Free Reduced Lunch, Hispanic, and White subpopulations for Reading SBAC.</li> </ul>
<p><b>Problem Statement:</b> Seeliger needs to increase our level of proficient students in reading, math, and science.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>The level of rigor for science MIUs does not match what students are being asked to do on SBAC assessments.</li> <li>The level of accuracy and speed with basic math facts needs to increase in all grade levels in addition, subtraction, multiplication, and division.</li> <li>Gaps need to be filled in reading foundational skills in all grades and more opportunities for daily writing need to occur across content areas.</li> </ul>	

Student Success



**Student Success Goal:**

To increase the number of proficient students by 3% in Reading, Math, and Science as measured by MAP assessments, SBAC assessments, and ACCESS AGP growth.

**Formative Measures:**

- MAP, SBAC, ACCESS assessments

**Aligned to Nevada's STIP Goal:**

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

**Improvement Strategy:** *Pirate Club after school intervention in reading strategies, MTSS Intervention Team for overall academics/behavior, Literacy Interventionist pull-out groups, EL pull-out groups, Science test prep*

**Evidence Level:** Tier 1: Strong Evidence

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

- *Determine attendees on Pirate Club based on 41-60% percentile in reading*
- *Determine groups for pull out with Interventionist based on 28%-40% percentile in reading*
- *Determine students who will benefit from EL pull-outs based on level 1-2 skill range*
- *Place levels 3-4 with ELAD teachers*
- *Use request for assistance for referral to MTSS Intervention Team*
- *Research SBAC aligned resources to enhance our current science program*
- *Integrate Thinking Maps with science related material to promote writing in science*

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

- *Data from Fall MAPs*
- *Teachers to follow the MTSS Intervention process*
- *SBAC aligned resources for science*
- *Continued funding and staff for Pirate Club*
- *Aligned professional learning in targeted areas*

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

**Seeliger Leadership Team**



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

- 1. *Implementation Challenge: Teacher and student participation in Pirate Club*
- 2. *Implementation Challenge: Finding materials that support and enhance our current science program, but prepare students for science SBAC type questions*
  
- 1. *Potential Solution: Broaden the range of students included in Pirate Club, continue allocation of ESSR funding to pay staff*
- 2. *Potential Solution: Work with District Science Coordinator for potential solutions and provide opportunities/questions for students to synthesize information from District MIUs*

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

- *ESSR funds*
- *School Allocation Funds for Instruction*
- *Title One funds*

**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: Maintaining our current growth (70% meeting AGP); Due to staffing, 11% of our ELs are currently assigned to a long term substitute teacher*
- *Support: EL teacher to support students with push in and pull out services; support for ELAD teachers with ILEP students*

**Foster/Homeless:**

- *Challenge: Developing consistent education for them due to high turnover in this population (Advocates Shelter)*
- *Support: Transportation, variance requirements to support remainder of year attendance, free lunch*

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<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)



**Free and Reduced Lunch:**

- Challenge: *All students receive free lunch so the challenge is identifying the students who qualify with this label to know who to target for help*
- Support: *Please give us the names of students who count in this subpopulation because we have two flags in this area.*

**Migrant:**

- Challenge: *Identifying one designated student of a migrant family*
- Support: *Student receives intervention support via push in EL support*

**Racial/Ethnic Groups:**

- Challenge: *90% of our students fall under Hispanic and White subpopulations both of which have red flags in ELA.*
- Support: *Ensure language rich classrooms with meaningful dialogue throughout lessons, increase use of Thinking Maps in all curricular subjects, introduction of proficiency scales*

**Students with IEPs:**

- Challenge: *Ensuring IEP goals are being addressed in the general education classroom in all subjects*
- Support: *Continue using paraprofessional assistance in the classrooms as well as data tracking on IEP goals*

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>District provides multiple opportunities for adult learning throughout the school year with additional PL Days allocated</i></li> <li>● <i>Seeliger's Instructional Coach is strong in teaching Thinking Maps, modeling lessons, and offering feedback after observations</i></li> <li>● <i>Seeliger has 14 teachers with ELAD endorsements and 7 with GATE endorsements</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Complete implementation of Thinking Maps and District Initiatives</i></li> </ul>
<p><b>Problem Statement:</b> <i>Too many areas to focus on (AVID, Thinking Maps, Proficiency Scales, MTSS) while getting away from the good components of a lesson</i></p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● <i>Losing sight of effective components of a lesson</i></li> <li>● <i>Following through with implementation of newly taught strategies (WICOR and Thinking Maps)</i></li> <li>● <i>Overreliance on technology</i></li> </ul>	



## Adult Learning Culture

**School Goal:** Implement Thinking Maps with fidelity and continue focus on WICOR in lesson planning

**Formative Measures:**

- *Lesson Plans*
- *Observational walkthrough with data collection form*
- *Student use of Thinking Maps*

**Aligned to Nevada's STIP Goal:**

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

**Improvement Strategy:** *Train staff on use of 8 Thinking Maps; incorporate lesson study design and reflection as part of CoP meetings*

**Evidence Level:** Tier 1: Strong Evidence

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

- *Complete Thinking Maps training*
- *Incorporate usage of Thinking Maps in lessons*
- *Introduce lesson study design, proficiency scales, and lesson reflection during CoP meetings*

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

- *Thinking Maps*
- *Proficiency Scales*

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

- *Implementation Challenge: Teachers will be presented with a new way to look at data that will challenge and stretch their thinking.*
- *Potential Solution: Remembering to have a growth mindset, time for reflections, and professional trust.*

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



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

- *Allocation of time*

**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: *Planning for the use of differentiated instructional strategies*
- Support: *Use of Thinking Maps and lesson study/reflection designed to support differentiated instruction*

**Foster/Homeless:**

- Challenge: *Planning for the use of differentiated instructional strategies*
- Support: *Use of Thinking Maps and lesson study/reflection designed to support differentiated instruction*

**Free and Reduced Lunch:**

- Challenge: *Planning for the use of differentiated instructional strategies*
- Support: *Use of Thinking Maps and lesson study/reflection designed to support differentiated instruction*

**Migrant:**

- Challenge: *Planning for the use of differentiated instructional strategies*
- Support: *Use of Thinking Maps and lesson study/reflection designed to support differentiated instruction*





**Racial/Ethnic Groups:**

- Challenge: *Planning for the use of differentiated instructional strategies*
- Support: *Use of Thinking Maps and lesson study/reflection designed to support differentiated instruction*

**Students with IEPs:**

- Challenge: *Planning for the use of differentiated instructional strategies*
- Support: *Use of Thinking Maps and lesson study/reflection designed to support differentiated instruction*

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>Our Seeliger students and families back in the school, volunteering support, and attending family events.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Student perception data on NV-SCSEL.</i></li> <li>● <i>Student goal setting</i></li> </ul>
<p><b>Problem Statement:</b> Students aren't seeing the connection between their learning and setting personal academic goals. This data is apparent on the NV-SCSEL Survey under the social emotional component.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● <i>Learning targets not being communicated consistently, academic vocabulary being used</i></li> <li>● <i>More emphasis needed on the what, why, and how of learning communicated throughout instruction.</i></li> <li>● <i>Students aren't seeing the connection between their learning and setting personal academic goals.</i></li> </ul>	

Connectedness	
<p><b>School Goal:</b> <i>Increase student perception data in the social emotional component to equal or exceed the District based on the NV-SCSEL Survey</i></p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>● <i>Administration of the NV-SCSEL</i></li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3    <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 6</p>



**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: *Feeling connected to the school and their learning*
- Support: *SEL Program, Intervention Support, SSW, teachers, cross-age buddies*

**Foster/Homeless:**

- Challenge: *Feeling connected to the school and their learning*
- Support: *SEL Program, Intervention Support, SSW, teachers, cross-age buddies*

**Free and Reduced Lunch:**

- Challenge: *Feeling connected to the school and their learning*
- Support: *SEL Program, Intervention Support, SSW, teachers, cross-age buddies*

**Migrant:**

- Challenge: *Feeling connected to the school and their learning*
- Support: *SEL Program, Intervention Support, SSW, teachers, cross-age buddies*

**Racial/Ethnic Groups:**

- Challenge: *Feeling connected to the school and their learning*
- Support: *SEL Program, Intervention Support, SSW, teachers, cross-age buddies*

**Students with IEPs:**

- Challenge: *Feeling connected to the school and their learning*
- Support: *SEL Program, Intervention Support, SSW, teachers, cross-age buddies*

## 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
<i>Open House/Title One Presentation</i>	<i>August 18, 2022</i>	<ul style="list-style-type: none"><li>● <i>Meeting new teachers and connecting with school staff and other families</i></li><li>● <i>We reviewed our Title One requirements. Parents were appreciative of time to review and offer feedback.</i></li><li>● <i>Our Superintendent attended to meet and mingle and our families appreciated getting to know him. Good PR!</i></li></ul>
<i>Family Night at the Book Fair</i>	<i>Sept 20, 2022</i>	<ul style="list-style-type: none"><li>● <i>Opportunity to share with families current and upcoming events</i></li><li>● <i>We learned that if we connect our school outreach to a family engagement activity we get a higher participation rate.</i></li></ul>
<i>Pumpkin Patch</i>	<i>Oct 15, 2022</i>	<ul style="list-style-type: none"><li>● <i>Opportunity to build positive community relationships</i></li><li>● <i>Funds go directly to classroom teachers to support academic goals of CIP and school activities, games for Intervention, Field Trip opportunities</i></li><li>● <i>Lesson learned was parents want to support us even if they can't come to volunteer their time</i></li><li>● <i>ESL families came and our EL teacher got to meet grandparents and siblings</i></li></ul>
<i>Parent Teacher Conferences/ILEP meetings</i>	<i>Oct 25-27, 2022</i>	<ul style="list-style-type: none"><li>● <i>Lesson learned was our parents enjoyed the opportunity to reflect on their child's growth for Quarter 1</i></li><li>● <i>100% of our parents attended ILEP conferences</i></li><li>● <i>98.5% of our parents attended conferences</i></li></ul>