

Carson City School District

Bordewich Bray Elementary School

School Performance Plan: A Roadmap to Success

Enter school name 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: Cheryl Richetta

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Phone: (775) 283-2403

School Designations: Title I

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
Cheryl Richetta	Principal(s) (required)
Carolyn Cook, Assistant Principal	Other School Administrator(s) (required)
Heather Thomas, Michele Cacioppo, Kelly Laaker, Amy Crittenden, Lyndsay Evans, Allie Davis, Aini Barr, Shelina Bouthillier, Nancy Varner, Nicole Medeiros, Mimi Loflin	Teacher(s) (required)
April Garcia	Paraprofessional(s) (required)
Lisa and Jason Hastings, Alex Walden	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)

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/bordewich_bray_elementary/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"> <i>Spring 2022 MAP Data</i> 59% of all students met their growth target in reading 60% of all students met their growth target in math 60% of all students were above the 41st percentile in reading. 63% of all students were above the 41st percentile in math. <p><i>2022 SBAC Data</i> Math Student proficiency increased from 32.2% in 2021 to 39.5% in 2022. The number of proficient students in 3rd grade ELA increased from 37.4% in 2021 to 41.1% in 2022. ELA Claim 3 – Speaking and Listening Proficiency in Math increased from 2021 to 2022 in both 3rd (37.4% to 44.4%) and 4th grade (30.9% to 45.5%) Math Claim 3 – Communicating Reasoning Achievement. EL AGP was 69.6% surpassing the district rate of 53.5% 43% of 4th graders and 33% of 5th graders passed the ACCESS test.</p>	<ul style="list-style-type: none"> <i>Spring 2022 MAP Data</i> 40% of all students remain on an ILP plan for reading 37% of all students are below the 41st percentile for math <p><i>2022 SBAC Data</i> ELA student proficiency decreased from 38.8% in 2021 to 37.3% in 2022. ELA Claim 1: Reading Achievement ELA Claim 2: Writing Achievement Math Claim 1: Concepts & procedures</p>



Student Success

School Goal: *Student proficiency in ELA on the 2023 SBAC will increase from 40.6% in 2022 to 43%. In addition to this, the percentage of students who are below the 41st percentile in ELA as measured by the NWEA MAP assessment will decrease from 40% in Spring 2022 to 35% in Spring 2023. For ELA, 60% of all students will make their norm rate of growth on the NWEA MAP test from Fall 2022 to Spring 2023. In order to close the achievement gap, 26% of all students will exceed the norm rate of growth from fall 2022 to spring 2023 as measured by NWEA MAP in ELA.*

Student proficiency in Math on the 2022 SBAC will increase from 39.5% in 2022 to 44.5% in 2023. In addition to this, the percentage of students who are below the 41st percentile in Math as measured by the NWEA MAP assessment will decrease from 37.4% in Spring 2022 to 32.4% in Spring 2023. For Math, 60% of all students will make their norm rate of growth on the NWEA MAP test from Fall 2022 to Spring 2023. In order to close the achievement gap, 28% of all students will exceed the norm rate of growth from fall 2022 to spring 2023 as measured by NWEA MAP in Math.

Aligned to Nevada's STIP Goal:

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

Improvement Strategy: *All students will participate in 45 minutes of intervention time four times a week using the IXL program. This will allow all students to receive targeted lessons based on their individual needs in both reading and math. Interventionists (special education, ELL designee, and interventionist) will also pull students during this time to allow for small group interventions.*

Students who need additional support in reading will be pulled by our interventionist daily to receive one-on-one reading instruction utilizing the "Teach Your Child to Read in 100 Lessons."

Students who need additional support in reading will be invited to participated in the after school program two days a week for 60 minutes a day. These students will receive targeted instruction in reading.

Math instruction will focus on the eight mathematical practices, helping students to become critical thinkers when solving math problems. This will occur school-wide. There will also be a focus on learning math facts.

Lead: *Who is responsible for implementing this strategy?*
 Administration
 Certified teachers
 Instructional Coach
 Interventionist



Evidence Level: Level 2

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

- Provide training on IXL
- Provide PLC time and Professional learning time to develop intervention grouping based on MAP Scores.
- Provide administrative check-ins to support staff on IXL implementation to ensure all staff are meeting student needs, including those with literacy plans per Read By Grade 3.
- Determine students in grades 2-4 who struggle with reading and would benefit from one-on-one support using “How to Teach Your Child to Read in 100 Lessons.”
- Invite students who would benefit from extra support in reading to the after school program.
- Determine after school program curriculum and teachers
- Track student progress in after school program, reading lessons, and daily interventions based on MAP testing
- Provide Math Reasoning Training during minimum days (6 days of training)
- Provide follow-up support with math reasoning training through observations, model lessons, and lesson study opportunities
- Provide lesson study opportunities for both math and reading.
- Implement school-wide use and challenges of the Rocket Math program.

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

- *Professional Development Time and materials*
- *Professional Development trainers*
- *After school program materials and curriculum*

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

- *Implementation Challenge: Lack of transportation limits who can be invited to the after school program.*
- *Potential Solution: Provide support to students before school and open after school opportunities up to more students*

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



- *Title I and ESSER Funds as well as some General Funds*

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: Students struggle with reading, writing, listening and speaking in English*
- *Support: Students are placed with a TESL endorsed teacher and receive ELL services during intervention time*

Foster/Homeless:

- *Challenge: Students may not have basic needs or life experiences or ability to complete homework*
- *Support: District support through McKinney Vento program, after school/before school programs, interventions, building backgrounds*

Free and Reduced Lunch:

- *Challenge: Struggles with Reading and Math achievement*
- *Support: Targeted interventions; before/after school programs*

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)



<p>Migrant:</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: <i>Struggles with Reading and Math achievement</i> ● Support: <i>Targeted interventions; before/after school programs</i> <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Challenge: <i>Struggles with Reading and Math instruction</i> ● Support: <i>IEP goals and individualized instruction during intervention block, targeted interventions; before/after school programs</i>

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Dedicated educators willing to spend time learning and implementing best practices and rigorous instruction</i> During the 21-22 school year, 15 teachers participated in math reasoning training outside their contracted day During the 21-22 school year, all teachers began learning about proficiency scales and AVID instructional strategies During the 21-22 school year, all teachers completed an in-depth data dig three times throughout the year Tier one interventions for students has been established as part of MTSS 	<ul style="list-style-type: none"> ● <i>The level of rigorous instruction needs to increase in core content areas in all classrooms</i> <i>All teachers need to receive training in math reasoning</i> <i>All teachers need to begin implementing AVID strategies in the classroom</i> <i>All teachers need to begin teaching to Marzano proficiency scales at a high level of rigor</i> <i>All teachers need to have a better understanding of what occurs in each other's classrooms</i> <i>Tier II and III interventions need to be established as part of our MTSS program</i>
<p>Problem Statement: Teachers are unaware of classroom management strategies, feedback given, and teaching practices that occur in the classrooms of their colleagues. Collective efficacy is lacking as is the belief that it is our students instead of my students. Instruction in many areas is occurring at a surface level instead of the intended depth of the standards. Students are Bordewich are not receiving the targeted interventions to meet individual needs. Bordewich is lacking a consistent school-wide system for dealing with student behaviors that is allowing behaviors to impact student learning in the classrooms.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>Teacher collaboration and observations of one another is lacking</i> 	



- *Teachers have not received training in proficiency scales*
- *All teachers have not had math reasoning training*
- *All teachers have not received AVID training*
- *Teachers have not received training or resources for a targeted intervention program*
- *Teachers have not received training or time to implement a school-wide behavior management system*

Adult Learning Culture

School Goal: The number of classroom teachers receiving training in math reasoning will increase from 60% during the 21-22 school year to 100% in the 22-23 school year.

The number of classroom teachers receiving training in AVID strategies will increase from 37.5% during the 21-22 school year to 50% during the 22-23 school year.

Teachers will increase their knowledge about one another’s work from the initial score of 4.03 as measured by the collective efficacy survey.

The number of classrooms using AVID WICOR strategies will increase from 5 during the 21-22 school year to 9 during the 22-23 school year as measured by the AVID CCI.

All staff members will receive training in the IXL intervention program and will implement it during the daily intervention block.

Formative Measures:

- *Math MAPs*
- *Reading MAPs*
- *AVID CCI*
- *Collective Efficacy Survey*
- *IXL Data*
- *NEPF Data*

Aligned to Nevada’s STIP Goal:

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



Improvement Strategy: *All teachers will receive training during minimum days in math reasoning, followed up by lesson studies to increase collective efficacy. Teachers who have not already participated in AVID training will be sent to training. AVID professional development will also be offered to all staff members based on school needs as determined by NEPF data and the CCI. Teachers will receive initial training on IXL as well as follow up training throughout the year.*

Evidence Level: Level 1

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

- *Determine schedule of trainings as well as follow-up lesson studies*
- *Instructional coach will work with teachers to model lessons as well as observe and coach around math reasoning implementation*
- *AVID modules to provide during professional learning times to be determined based on needs as indicated by NEPF data*
- *Scheduling of AVID training and staff to send to be determined*
- *Provide IXL training for all staff as provided by the company*
- *Send 2 teachers to follow up training and have them present new information to the staff*

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

- *Funding for trainings*
- *Time*
- *Books for Math Reasoning*

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

- *Implementation Challenge: Finding the time to not only train staff but to also give them opportunities to plan and implement and collaborate with one another.*
- *Potential Solution: Creative scheduling; use of district coaches and substitute teachers, extended PLC time*

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

- *Title I, ESSER, General Funds*

Lead: *Who is responsible for implementing this strategy?*
Administration
Consultant – Math Reasoning
Instructional Coach



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: *Students struggle with reading, writing, listening and speaking in English*
- Support: *Students are placed with a TESL endorsed teacher and receive ELL services during intervention time*

Foster/Homeless:

- Challenge: *Students may not have basic needs or life experiences or ability to complete homework*
- Support: *District support through McKinney Vento program, after school/before school programs, interventions, building backgrounds*

Free and Reduced Lunch:

- Challenge: *Struggles with Reading and Math achievement*
- Support: *Targeted interventions; before/after school programs*

Migrant:

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

Racial/Ethnic Groups:

- Challenge: *Struggles with Reading and Math achievement*
- Support: *Targeted interventions; before/after school programs*

Students with IEPs:

- Challenge: *Struggles with Reading and Math instruction*
- Support: *IEP goals and individualized instruction during intervention block, targeted interventions; before/after school programs*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Vision and Mission is established</i> ● <i>Strong PTO established</i> ● <i>Strong Solution Teams established</i> 	<ul style="list-style-type: none"> ● <i>Understanding of Mission and Vision by all stakeholders</i> ● <i>More parent engagement activities needed</i> ● <i>Families need to reengage in school</i> ● <i>Student attendance rates need to improve from 25.5% chronic absenteeism during the 21-22 school year.</i>

Problem Statement: *The continued effects of the COVID pandemic have impacted family connectedness with Bordewich. In addition to this,*



student attendance has been greatly affected. There has been a lack of Tier One supports for attendance at Bordewich in the past. While a school mission and vision has been established, it is not well known by all stakeholders.

Critical Root Causes of the Problem:

- *The mission and vision has not been shared with all stakeholders regularly*
- *Due to new administration and the end of the pandemic, there have not been a variety of parent engagement activities offered.*
- *When activities are offered, targeted parent groups have not been personally invited to attend*
- *Tier I attendance supports have not been well established*
- *Tier II and III attendance supports have also not been established to encourage those with chronic absenteeism to attend school*
- *There has not been consistent outreach to parents of students who are chronically absent to help with supports*

Connectedness

School Goal: *By the end of the 2022-2023 school year, when surveyed, all stakeholders will know Bordewich’s vision and mission. By the end of the 2022-2023 school year, at least 25% of all Bordewich families will have participated in at least one family engagement event. Chronic absenteeism will decrease from 25.5% for the 2021-2022 school year to 18% or less during the 2022-2023 school year.*

Formative Measures:

- *Vision/Mission Surveys*
- *Parent Engagement attendance rosters*
- *Attendance Reports*

Aligned to Nevada’s STIP Goal:

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



Improvement Strategy: *Post Vision and Mission in all parent correspondence such as newsletters, parent nights, etc. as well as in student announcements. Hold a student contest to develop a vision/mission jingle or rap to help students know what the vision and mission of Bordewich Bray is.*

Establish strong solution teams that will work together to plan and promote several varied family engagement opportunities throughout the year.

Establish tier I, II and III attendance interventions and programs to support all students and improve student attendance at Bordewich

Evidence Level: Level 2

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

- *Work with office staff to ensure vision and mission is well communicated*
- *Establish a committee to plan and execute the competition for the jingle/rap of vision and mission*
- *Guide solution teams in the planning of family engagement activities for reading, math, science as well as other possible opportunities through the PTO*
- *Work with Family Engagement Coordinator to reach out and personally invite families to events*
- *Have students create personal invitations to encourage families to attend events*
- *Provide food at events to make it easier for families to attend*
- *Purchase key chains and other treats to award good attendance*
- *Put a system in place to check for students with attendance issues and reach out these families to provide them with supports*
- *Put a system in place for a check in system for students who are chronically absent to encourage them to attend school every day.*

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

- *Funding for family engagement opportunities*
- *Funding for key chains and other attendance incentives*
- *Translations for all families can actively participate in family engagement activities.*

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

- *Implementation Challenge: The biggest challenge is time to implement*
- *Potential Solution: Systems need to be put in place so that things, such as checking attendance, become the regular routine of the day, week, etc. and it is directly assigned to someone. The same goes for inviting families to participate in family engagement opportunities.*

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

Administration

Certified Teachers

Support Staff

Family Engagement

Coordinator



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

- *Title I, ESSER, General fund*

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: Families may not participate due to language barriers*
- *Support: Provide translations and personally invite families to participate*

Foster/Homeless:

- *Challenge: Attendance is often difficult due to housing issues*
- *Support: Work with families to provide supports such as transportation and Tier III supports*

Free and Reduced Lunch:

- *Challenge: Attendance Issues due to lack of investment in school as well as lack of participate in family events due to work scheduled, etc..*
- *Support: Tier I and II attendance supports, personal invites to family engagement events as well as scheduling events at different times to meet the needs of all families or perhaps having Zoom options*

Migrant:



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

Racial/Ethnic Groups:

- Challenge: *Attendance Issues due to lack of investment in school as well as lack of participate in family events due to work scheduled, language, etc..*
- Support: *Tier I and II attendance supports, personal invites to family engagement events as well as scheduling events at different times to meet the needs of all families or perhaps having Zoom options, as well as interpretations offered*

Students with IEPs:

- Challenge: *Attendance Issues due to lack of investment in school as well as lack of participate in family events due to work scheduled, language, etc..*
- Support: *Tier I and II attendance supports, personal invites to family engagement events as well as scheduling events at different times to meet the needs of all families or perhaps having Zoom options, as well as interpretations offered*

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
School Data, MAP Information, and IXL Information (Parent Data Night)	10/19/22	<i>We had a small turnout. Parents that did attend appreciated the information. We need to have personal invitations to reach more families. The school data was presented and parents understood how they can help.</i>