

Carson City School District

Fremont Elementary School

School Performance Plan: A Roadmap to Success

Fremont 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.

Principal: Dr. Jennifer Ward

School Website: [Home - Fremont Elementary School \(carsoncityschools.com\)](https://www.carsoncityschools.com)

Email: jward@carson.k12.nv.us

Phone: 775-283-1200

School Designations: X Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 10, 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
Jennifer Ward	Principal(s) <i>(required)</i>
Jeff Hurzel	Other School Administrator(s) <i>(required)</i>
Alyssa Herrera – K, Amie Oden -1, Mariana Chavez- 2, Maiya Foster- 3, Muriel Maiden- 4, Koreen Mouradian- 5,	Teacher(s) <i>(required)</i>
Pam Soriano- ESL	Paraprofessional(s) <i>(required)</i>
Angie Custer, Heidi Ramos, Aulika Litka	Parent(s) <i>(required)</i>
Not at this time	Student(s) <i>(required for secondary schools)</i>
Not at this time	Tribes/Tribal Orgs <i>(if present in community)</i>
Israel Guzman- sped, Mike Maiello- EL designee, Pam Cowperthwaite- Instructional Coach, Ashleigh Potter- Interventionist.	Specialized Instructional Support Personnel <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 [Fremont Elementary - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/accountability-portal)



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"> Proficiency for the 2021-2022 improved in both math and reading based on the SBAC assessment. Kindergarten is scoring on MAP with a greater percent of students scoring above the 60thtile and more above the 40th% than any other year for the past 4 years. The ELA AGP for the Closing the Opportunity Gap is 51.6% of all students 	<ul style="list-style-type: none"> Proficiency for Reading and Math based on MAP projection/percentile and SBAC are well below 50% of the student population Writing improvement is necessary to improve proficiency in several areas of the SBAC Student attendance must improve in order to measure maximum potential of each student. The AGP for our EL population on the ACCESS test is the lowest elementary percentage in the district
<p>Problem Statement: Students in all sub-populations and as a school are failing to meet proficiency in math and ELA on various measures. Although improvements are noted, Fremont has a pooled proficiency of 34% with reading and math 35.8% and 37% respectively. Science proficiency is 18.5% and is believed to be greatly impacted by 5th graders’ reading and writing proficiency</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Chronic absenteeism of greater than 25% of the student body impacts consistency in first-time instruction and classroom management. Teachers are not teaching at a rigorous level possibly due to the frustration experienced by students lacking basic grade level skills which in turn has shifted the focus on intervention rather than high-quality first-time instruction. 	



Student Success

School Goal:

Based on Spring 2022 and Fall 2022 baseline classroom data, students will demonstrate an increase in 3 of 4 writing traits of 0.5 from October 2022 to April 2023.

Based on Fall 2022 data, there will be a 6% decrease of students scoring below the 41st percentile in reading and math.

50% of the students in kindergarten through 5th grade will meet their norm rate of growth based on F22-S23 MAP reading and math assessment.

Based on the 2021-2022 SBAC proficiency, our 3rd, 4th, and 5th grade students will have a reduction of 10% of non-proficient for each sub-population for FRL, Hispanic, White, and IEP for both reading and mathematics.

Based on the 2022-2023 SBAC proficiency, our LEP students will have a pooled proficiency for ELA and math greater than 16.67%.

Based on the 2023 ACCESS assessment, our LEP students will have an exit rate of 16% and an AGP greater than 52%.

Formative Measures:

- *The average growth for the 21-22 school year was 0.2 for each of the four traits. October 2022 will be the first writing assessment with a following assessment in January and early April*
- *MAP winter assessment and spring assessment will be used for growth and percentile analysis*

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:

Through the expectation and implementation of AVID school wide and WICORized lesson, students will have a greater accessibility to rigorous first-time instruction that is rich in reading, writing, speaking, and listening skills.

Through the implementation of writing trait rubrics and writing instruction, students will have greater accessibility to high quality writing instruction and assessment.

Through the implementation of Thinking Maps, students will create a greater sense of ownership of learning through the creation of Thinking Maps to digest and understand math and English Language Arts curriculum.

Through targeted practice and lessons, students will complete 40-60 minutes of IXL and STMath per week.

Evidence Level: AVID- Level 1, Thinking Maps – Level 1, Writing Traits implementation- Level 2.

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

- *Professional development will occur for 3 full Thinking Maps trainings*
- *Professional development will occur for 2- 90-minute modules on AVID rigor/WICOR*
- *Professional development will occur to increase AVID trained staff to 100% for K-5th*
- *Formative assessments will be created, implemented, and scored collaboratively for three sessions during the year.*
- *Definition of Rigor at Fremont will be created and assessed.*
- *Teachers will assess themselves on the basis of the Fremont definition of rigor during every professional learning opportunity.*
- *Interventionist will increase Power Hour support from 3rd grade to 3rd through 5th grade moving forward in November.*
- *Students in 1st-5th below the 41st percentile will be invited to participate in an 18 session after-school program for the first semester with a possible second session.*

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

- *Professional Development Time*
- *Monday Madness – Professional development time will be needed as a supplement to support teacher development.*
- *Staffing for afterschool program*
- *Additional IXL/STMath trainings*

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

Pam Cowperthwaite and Laura Gentine with Thinking Maps.

Jennifer Ward and Jeff Hurzel with instructional expectations.

Ashleigh Potter for additional intervention.



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

- *Implementation Challenge: Attendance of student is greatly impacting student achievement*
- *Potential Solution: Continue acknowledging perfect attendance. Intervening with students with history of or signs of chronic absenteeism.*
- *Implementation Challenge: Grade Level implementation of writing is varied and not vertically aligned as the rubric suggest.*
- *Potential Solution: Vertical alignment discussion and cross-grade sharing of writing in PLC*

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

- *District funding for AVID implementation*
- *District funding for Thinking Maps professional development and support for trainer planning*
- *Title 1 for Monday Madness- Professional Learning*
- *Title 1 for an AVID coordinator*
- *ESSR for afterschool funds for teacher and para-professional support*
- *ESSR for Academic and Behavior Interventionist.*

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: 17.5 % and 12.2% of EL students were proficient on the reading and math SBAC respectively. MAP growth is statistically lower for EL students than the general education peers. 33% of 3rd graders, 50% of 4th graders, and 29% of 5th graders are on an ILEP for inefficient growth in language acquisition based on the ACCESS. Fremont has the lowest number of students demonstrating adequate growth.*
- *Support: Providing WICOR rich lessons during content instruction, Power Hour focus on language acquisition and literacy skills as well as math instruction. Students will have access to IXL targeted practice through an ACCESS or MAP track. Marzano based lesson design. Thinking Maps*

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)



Foster/Homeless: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to low numbers in this sub-population)

- Challenge: *None indicated at this time.*
- Support: *None indicated at this time.*

Free and Reduced Lunch: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to identification)

- Challenge: *None indicated at this time.*
- Support: *None indicated at this time.*

Migrant: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to identification)

- Challenge: *None indicated at this time.*
- Support: *None indicated at this time.*

Support: Racial/Ethnic Groups:

- Challenge: *25.3 of Hispanic students scored proficient on the math SBAC and 29.1 scored at or above proficient on the reading SBAC 48.6% of White students scored proficient on the math SBAC and 41.2% scored at or above proficient on the reading Fremont is comprised of 51% Hispanic and 42% White students.*
- Support: *Marzano based lesson design. Thinking Maps*

Students with IEP

- Challenge: *22.7% of students on an IEP scored proficient on the math SBAC and 15.9% scored at or above proficient on the reading SBAC (current 4th and 5th graders)*
- Support: *Marzano based lesson design. Thinking Maps*



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <i>As of Summer of 2022, 87% of the K-5 teaching staff has participated in AVID institute with 92% of the staff having local AVID training as well.</i> 	<ul style="list-style-type: none"> <i>Creating a method of training new staff in an AVID institute in the future prior to starting the school year.</i> <i>Lack of clarification of what it means to have rigorous instruction.</i> <i>Baseline data indicates that less than 25% of lessons were considered rigorous based on teacher self-reporting</i>
<p>Problem Statement: Classroom instruction is not rigorous enough to allow students to show proficiency on state and local exams.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> <i>The past few years have been plagued with inconsistent instruction (closure of 4th quarter in 2019-2020, hybrid and reduced schedule in 2020-2021, and masks while teaching phonemic awareness) as well as chronic absenteeism of students. This has led to a lowering of expectations in rigorous instruction and an increase in a “catch up” mentality.</i> <i>Reliance on provided curriculum for reading and math has not provided a basis for rigorous instruction.</i> <i>Students are learning how to use Thinking Maps as teachers are learning the program as well.</i> 	

Adult Learning Culture	
<p>School Goal:</p> <ul style="list-style-type: none"> <i>Through the expectation and implementation of WICORized lessons, all Fremont students will experience rigorous instruction in 50% of all lessons which will be measured by teacher self-reporting, walkthrough data, and an increase of 1 point in all 43 elements of the Marzano New Art and Science of Teaching (NASCOT) Rubric.</i> <i>To increase instructional effectiveness in student productive discourse, a full implementation of Thinking Maps will occur by the end of the 22-23 school year.</i> 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6</p>



Formative Measures:

- *Marzano New Art and Science of Teaching (NASCOT) Rubric.*
- *Bi-monthly teacher self-assessment of rigor of instruction as well as the elements of rigor present in lessons.*
- *Thinking Map professional development completed by January 2023- attendance for all four*
- *Thinking Map follow up in PLC weekly with teacher provided examples*

Improvement Strategy:

Through the expectation and implementation of AVID school wide and WICORized lesson, students will have a greater accessibility to rigorous instruction.

Through the implementation of writing trait rubrics and writing instruction, students will have greater accessibility to high quality writing instruction and assessment.

Through the implementation of Thinking Maps, students will create a greater sense of ownership of learning through the creation of Thinking Maps to digest and understand math and English Language Arts curriculum.

Evidence Level: AVID- Level 1, Thinking Maps – Level 1, Writing Traits implementation- Level 2.

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

- *Professional development will occur for 3 full Thinking Maps trainings*
- *Thinking Map examples will be shared at each weekly PLC*
- *Professional development will occur for 2- 90-minute modules on AVID rigor/WICOR*
- *Professional development will occur to increase AVID trained staff to 100% for K-5th*
- *Formative assessments will be created, implemented, and scored collaboratively for three sessions during the year.*
- *Definition of Rigor at Fremont will be created and assessed through teacher reflection.*
- *Students in 1st-5th below the 41st percentile will be invited to participate in an 18 session after-school program for the first semester.*

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

- *Professional Development Time during contract hours for all staff*
- *Monday Madness – Professional development time will be needed as a supplement to support*

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

Pam Cowperthwaite and Laura Gentine with Thinking Maps. Pam Cowperthwaite for PLC work for writing.

Jennifer Ward and Jeff Hurzel with instructional expectations and AVID professional learning.

Mike Maiello for the after school program.



teacher development. (After contract- supplemental)

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

- *Implementation Challenge: Attendance of student is greatly impacting student achievement*
- *Potential Solution: Continue acknowledging perfect attendance. Intervening with students with history of or signs of chronic absenteeism.*
- *Implementation Challenge: We are learning to implement Thinking Maps. We are also inconsistent with writing instruction.*
- *Potential Solution: We are gathering comparative writing samples to assess effectiveness of rubrics. We are having PLC discussions on how to implement the Maps to the fullest. We will also collect samples of rigorous writing in order to create inter-rater reliability.*

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

- *District funding for AVID implementation*
- *District funding for Thinking Maps professional development and support for trainer planning*
- *Title 1 for Monday Madness- Professional Learning*

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: 17.5 % and 12.2% of EL students were proficient on the reading and math SBAC respectively. MAP growth is statistically lower for EL students than the general education peers. 33% of 3rd graders, 50% of 4th graders, and 29% of 5th graders are on an ILEP for inefficient growth in language acquisition based on the ACCESS. Fremont has the lowest number of students demonstrating adequate growth.*
- *Support: Providing WICOR rich lessons during content instruction, Power Hour focus on language acquisition and literacy skills as well as math instruction. Incorporate purposeful ELAD strategies across all subject areas.*
- *Support: Students will have access to IXL targeted practice through an ACCESS or MAP track.*

Foster/Homeless: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to low numbers in this sub-population)

- *Challenge: None indicated at this time.*
- *Support: None indicated at this time.*



Free and Reduced Lunch: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to identification)

- Challenge: *None indicated at this time.*
- Support: *None indicated at this time.*

Migrant: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to identification)

- Challenge: *None indicated at this time.*
- Support: *None indicated at this time.*

Support: Racial/Ethnic Groups:

- Challenge: *25.3 of Hispanic students scored proficient on the math SBAC and 29.1 scored at or above proficient on the reading SBAC 48.6% of White students scored proficient on the math SBAC and 41.2% scored at or above proficient on the reading Fremont is comprised of 51% Hispanic and 42% White students.*
- Support: *Continue to focus on bi-lingual family engagement activities and communication. Provide opportunities for Flying Falcons After School Program, Power Hour for IXL and ST Math.*

Students with IEP

- Challenge: *22.7% of students on an IEP scored proficient on the math SBAC and 15.9% scored at or above proficient on the reading SBAC (current 4th and 5th graders)*
- Support: *Provide opportunities for Flying Falcons After School Program, Power Hour for IXL and ST Math.*



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <i>1/3 of students at Fremont had perfect attendance for September 2022</i> <i>2nd and 5th grade students completed Course 1 and 2 over the past two years and are prepared for Course 3</i> <i>1st and 4th grade students have completed Course 1 for the current grade band and are prepared for Course 2</i> <i>The 7Mindsets Program has been in place for 2 full school years</i> 	<ul style="list-style-type: none"> <i>All attendance statistics for the NDE, CCSD, and FES indicated that chronic absenteeism for the 2021-2022 school year was between 22-27%. This same statistic was 4.5% in 2018-2019 and 7% at March of 2020. The “official” statistic is 21.2% for chronic absenteeism for the previous school year.</i> <i>High transiency rate of 18.7% turnover.</i>
<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"> <i>Requests to keep students home who are showing signs of illness is being taken very serious by some parents. COVID and stricter expectations on keeping students home when not feeling well has increased the sense of urgency for parents to keep their child home.</i> <i>Parents may not understand the impact of attendance for elementary-aged children</i> 	

Connectedness	
<p>School Goal:</p> <p><i>All Fremont Students will complete a differentiated grade-level curriculum of 7Mindsets by May 2023.</i></p> <p><i>Fremont Elementary will have a chronic attendance rate at or below 15% throughout the school year.</i></p> <p><i>Fremont Elementary students and families will engage in a weekly school to home journal.</i></p>	<p>Aligned to Nevada’s STIP Goal:</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 type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6</p>



Formative Measures:

- *Monthly monitoring of the 7Mindsets Leadership Portal*
- *Consistent monitoring of chronic absenteeism*

Improvement Strategy:

Implement a social emotional curriculum with fidelity by completion of 7Mindsets differentiated curriculum by 100% of the student body by May 15, 2023

Direct intervention with students who at 1st quarter are off track on attendance by missing more than 8% of the school days by October 14, 2022. This direct intervention will be through parent contact by the Assistant Principal, Jeff Hurzel, and direct student contact by the Fremont Interventionist, Ashleigh Potter. The direct student intervention will begin on November 1.

Implement the Family Home to School Journal to create a sense of community stakeholders and parent involvement for more parents.

Implement a Family to School Journal in all grades. This 2-way communication tool will help support academic and school conversations at home as well as increase awareness for teachers of areas that the students self-report success and struggle.

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?*

- *Weekly monitoring for student attendance data by the assistant principal*
- *Daily contact with identified students by interventionists for 2nd-4th quarter with data monitoring*
- *Weekly check-ins with the interventionists for students who improve and are off the target list*
- *Weekly contact with parents for students who are on the targeted list for chronic absenteeism*
- *Weekly meeting for the Family and Community Engagement team*
- *Monitor percentage of staff using the Family/Home to School Journal*
- *Monitor and assess family participation in the journal on a consistent basis.*
- *Create log ins for all new to Fremont Staff for the 7Mindsets program*
- *Monthly monitoring of the 7Mindsets lesson completion*
- *7Mindsets are evident in the whole school accessed environment*
- *Attendance and 7Mindsets are highlighted in daily announcements in a consistent fashion.*

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

7Mindsets monitoring – Jennifer Ward

Jeff Hurzel with support from Ashleigh Potter - Attendance monitoring and student intervention regarding attendance.

FACE team for the family home journal.



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

- *45-60 minutes of direct instruction time for the SEL 7Mindsets program*
- *Time for home visits in admin pair*
- *Home to School journals*

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

- *Implementation Challenge: Goal 1: Parents bringing students to school – finding the balance of urgency of school attendance and health concerns Goal2 Time for SEL instruction.*
- *Potential Solution: Goal 1 PR campaign on attendance including the correlation to elementary attendance with success at high school graduation Goal 2: dedicated time on Wednesdays during Power Hour Time and including lesson content in the daily announcements for reinforcement support for class instruction.*
- *Implementation Challenge: Inconsistent implementation from teacher to teacher of the home journal.*
- *Potential Solution: What is expected gets inspected which will lead to better compliance*

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

- *MTSS/Project Aware for 7Mindsets curriculum*
- *ESSR for the Interventionist position*
- *Title One for School to Home journals*

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: 25% of students in the EL sub-population were chronically absent. This was above the average for the school.*
- *Support: We need bilingual staff to contact parents.*

Foster/Homeless: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to low numbers in this sub-population)

- *Challenge: None indicated at this time.*
- *Support: None indicated at this time.*



Free and Reduced Lunch: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to identification)

- Challenge: *None indicated at this time.*
- Support: *None indicated at this time.*

Migrant: RELIABLE DATA UNAVAILABLE AT THIS TIME (due to identification)

- Challenge: *None indicated at this time.*
- Support: *None indicated at this time.*

Racial/Ethnic Groups:

- Challenge: *20.1% of Hispanic students and 20.9% of Caucasian students were chronically absent.*
- Support: *We need bilingual staff to contact parents.*

Students with IEPs:

- Challenge: *32.2% of Students with an IEP were chronically absent which was well above the school average. This included students in CLS with chronic medical issues.*
- Support: *Considering the medical issues with many in this population that is chronically absent, we will support these families however possible through the IEP process.*



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>Parent Night for Fremont Data</i>	<i>9/1/22</i>	<ul style="list-style-type: none"><i>11 families came to the event. There is great potential for support/understanding and participation in a small number of parents. Small but mighty. Life commitments make additional involvement on campus difficult.</i>
<i>AVID Team Combined Meeting</i>	<i>9/12/22</i>	<ul style="list-style-type: none"><i>3 Parents volunteered to sit on the team and attended the meeting</i>
<i>AVID Team Combined Meeting</i>	<i>10/10/22</i>	<ul style="list-style-type: none"><i>3 Parents continued on the team</i>
		<ul style="list-style-type: none">