

Carson City School District

Mark Twain Elementary School

School Performance Plan: A Roadmap to Success

Mark Twain 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: Chelise Crookshanks

School Website:

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Phone: 775-283-1000

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 11/8/22

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
Chelise Crookshanks	Principal(s) (required)
Marc Rodina	Other School Administrator(s) (required)
Lindsey Lorette, Jill Schwartz, Debbie Crozier, Patrick Turner, Terry Snelling, Stacie Brady, Christina Bourne	Teacher(s) (required)
Nathan Marcucci	Paraprofessional(s) (required)
Priscilla Thomas, Jana Vaughn, Amanda Coulam	Parent(s) (required)
N/A	Student(s) (required for secondary schools)
N/A	Tribes/Tribal Orgs (if present in community)
Marla Churchill, Amy Nutcher, Kaitlyn Griffiths	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 (Add a link to the school's School Rating Report.)



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"> ● School wide ELA proficiency for 2021 was 38.1% and for 2022 it increased to 43.5% ● More students moved to the Exceeds standard mark during 2022 ● IEP student performance increased from 16% proficient to 31% proficient in 2022 on ELA ● ESL student performance increased from 8.5% to 17.6% proficient in 2022 on ELA ● School wide math proficiency grew from 31% proficient in 2021 to 43% proficient in 2022 ● School wide ELA proficiency is above the district average: Mark Twain = 45.5% proficient with 43.9% being the district average 	<ul style="list-style-type: none"> ● Although we showed growth in ELA, it is our desire to have all students proficient in ELA ● Our Academic Achievement Indicator is our lowest score, we received 10/25 points ● 203 students are in need of an ILP based on fall MAP scores which is only slightly lower from last year at 212. This amounts to 38% of our students ● When comparing fall MAP scores from 2021 to fall MAP scores for 2022 there are the same number of students, 260 and 257 respectively in the red and orange categories (not at grade level) ● 62% of discipline referrals originate from the classroom ● ACCESS writing scores (how many students are not proficient... this amounts to ____% of ELL students being not being proficient)
<p>Problem Statement: Our students are struggling with writing, especially with grammar and stamina. Teachers also need to know how grammar is assessed and scored in SBAC and MAP, as well as how much weight this category affects scores. 62% of referrals are located in the classroom, especially defiance, thus affecting the learning of everyone. The speaking score for Access testing is historically the lowest score, with students' speech reflecting poor grammar, and that is also largely causing grammar insufficiencies in writing.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Grammar instruction has been forsaken too often and has rarely been emphasized. It is not tested much, and insufficient time has been given for instruction. Grammar/language does not show up in ELA MAP. ● Students don't have stamina/perseverance to write and too often take the lazy way out. 	



- In the Climate Survey, scores were especially low for social-emotional competence, in particular these two categories: “Getting through something when I feel frustrated” and “Finishing tasks even when they are hard for me.” This reflects that students are shutting down when testing.

Student Success

School Goal:

Overall goal:

- We will improve overall student academic proficiency in ELA by 4.5% resulting in an increase from 45.5% proficient to 50% of students being proficient in ELA.

Sub-goals:

- We will increase the overall score for the SBAC ELA writing claim (Claim 2).
- We will increase the overall score for the SBAC Math writing claim (Claim 3: Communicating and Reasoning).
- We will increase the overall score for the Writing portion of the Access test.
- K-1 will increase the overall language score on ELA MAP.

Formative Measures:

- Winter MAP assessment data
- WIDA model scores
- Common Formative Assessments by grade level if available

Aligned to Nevada’s STIP Goal:

STIP Goal 1 STIP Goal 2

STIP Goal 3 STIP Goal 4

STIP Goal 5



Improvement Strategy: Provide intervention for targeted students in first thru fifth grade using our interventionist and the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) program. Kindergarten intervention will utilize the Heggerty program.

Evidence Level:

Use of pull out intervention: Level 1

Source: Gersten, R., Newman-Gonchar, R. A., Haymond, K. S., & Dimino, J. (2017). What is the evidence base to support reading interventions for improving student outcomes in grades 1–3? (REL 2017–271). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast

Use of SIPPS program: Level 2

Source: <https://www.collaborativeclassroom.org/research-sipps/>

Use of Heggerty phonics: Level 1

Source: Langenberg, D. et al. (1999). National Reading Panel Report. [online] Accessed 6 May 2018

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

- Develop a schedule to accommodate intervention time
- Train teachers on use of intervention strategies, techniques and methods during the ELA block as well as during the intervention block
- Develop a data screening process to determine which students would benefit from each type of intervention
- Assess students using MAP assessments (fall, winter progress check and spring)
- Assess students scoring low according to our data screening process with SIPPS testing
- Provide intervention pull out groups for students
- Progress monitor students receiving intervention through individual testing and teacher feedback

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

- Title I budget funds for Literacy Coach and Title I paras
- Time for Interventionist, Literacy Coach and Title I paras to plan and develop a data screening and monitoring process.
- Room for Interventionist

Lead: Who is responsible for implementing this strategy?

Interventionist, Literacy Coach, two Title I paraprofessionals.



- Space for Title I paras to work
- SIPPS materials
- CoP time to discuss student progress including classroom formative assessment results in addition to Interventionist testing.

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

- Implementation Challenge: Developing a school wide schedule to incorporate designated time for students to receive intervention without missing core, whole group instruction.
- Potential Solution: Build a scheduling team who will work together to design a system where students will be able to receive all of their special services including intervention, SPED services and ESL services. This may have to be modified several times to accommodate our needs.

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

- Interventionist
- Literacy Coach
- Two Paraprofessionals (Title I paras)
- SIPPS program updates and Maintenance
- Training for staff on interventions

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 often need extra support in all the areas of the WIDA test, prioritizing and finding time to reinforces skills in all areas is a challenge.
- Support: ESL staff will work with students in a small group basis and during small groups or free time on campus to get to know them as individuals and to provide them more intense and targeted interventions.

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:

- Challenge: Attendance is usually a problem for students who have inconsistencies in their living situations.
- Support: Work with our attendance intervention teams to provide them the support they need at school so they can have what they need to learn during their day to hopefully reduce the days they miss.

Free and Reduced Lunch:

- Challenge: Many of the students who qualify for FRL struggle with regular attendance due to inconsistencies in their home life.
- Support: Work with our attendance intervention teams to provide them the support they need at school so they can have what they need to learn during their day to hopefully reduce the days they miss.

Migrant:

- Challenge: Students who relocate often may have large learning gaps because they must continually readjust to new learning environments.
- Support: Work with our intervention teams to provide them the support they need at school so they can have what they need to learn during their day from their arrival. Possibly provide them with grade level work when they leave so they can continue to learn during the gap before they enroll in another school.

Racial/Ethnic Groups:

- Challenge: We need to do a deeper data dive into our MAP scores to study each sub pop and group of students to look for gaps in areas that are not monitored through our current practices.
- Support: Time in PLCs to look deeper at school formative data and make additional adjustments if needed.

Students with IEPs:

- Challenge: Students with IEPs need extra time and support to work toward grade level mastery or mastery of their specific IEP goals and objectives.
- Support: Students will receive support according to their needs: pull out for SPED classroom intervention, push in support in the general education environment or a combination of the two.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Teachers are present to instruct our students. (93.7% attendance rate for 21-22 school year) ● Based on classroom observations, teachers are successfully implementing Thinking Maps across the curriculum. 	<ul style="list-style-type: none"> ● Teachers self-report that writing instruction across the grade levels is weak and inconsistent but teachers have a strong desire to learn more about teaching writing and incorporating evidence based strategies in the classroom.



- Passed MTSS Tier I inventory with a 96%
- Teacher attendance at Professional Learning events is high at _____%

- Teachers have a desire to increase their techniques to respond to problematic behavior.
- Teachers would like a clear understanding of how all school and district initiatives connect to determine school priorities.
- Student performance on SBAC and RBG3 measure is lower than we would like to see (mentioned above).

Problem Statement: Currently, there are numerous behavior and academic challenges throughout the school which distract from learning. Student perseverance is lacking and students tend to give up when it gets too hard. Based on SBAC data and student perception, perseverance in student writing is in need of improvement.

Critical Root Causes of the Problem:

- There has been a lack of writing instruction due to COVID and due to a focus on other district initiatives.
- Schedule constraints make it difficult to find consistent time for writing.
- Lack of district scope and sequence for writing to guide our site work.

Adult Learning Culture

School Goal: Teachers and paraprofessionals will receive high quality Professional Learning that will focus on students’ academic success and behaviors through training on the Multi-Tiered Systems of Support (MTSS) framework (including intervention) and other district initiatives including explicit writing instruction.

Formative Measures:

- Winter MAP assessment data
- WIDA model scores
- Common Formative Writing Assessment by grade level

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: Align our Professional Learning Days and staff meetings to including MTSS training. Develop a MTSS team that meets on a regular basis and support staff with full implementation of processes and procedures.

Evidence Level: Nevada Path Forward Document: Coordinate and integrate student supports through an MTSS framework.

Additional MTSS information: <https://www.nasponline.org/research-and-policy/policy-priorities/relevant-law/the-every-student-succeeds-act/essa-implementation-resources/essa-and-mtss-for-decision-makers>

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

- Formation of MTSS Team (currently there are two teams because of changes in admin and team members) Tier 1 team and Tier 2 team
- Schedule monthly meetings for MTSS team with agenda and notes.
- Plan staff trainings on MTSS components
- Share regular MTSS data with staff (monthly)
- Communicate components of MTSS with parents (feathers, behavior matrix, Hawk Store, etc.) using a series of short, relevant ParentSquare messages
- Full implementation of Caring Schools Community SEL daily
- CPI Training
- Create a Behavior Response Team
- Train Teachers and Paras on Interventions
- Develop and implement Tier 2 Interventions
- Learn about Tier 3 Interventions
- Work toward developing and using a Universal Screener

Lead: Who is responsible for implementing this strategy?

District MTSS Lead, Admin, MTSS team, Interventionist



- Attend thinking maps training and participate in school wide classroom observations for use of maps on a regular basis
- Attend writing traits training
- Use CoP time for grade levels to look at rubrics, exemplars and to practice scoring to develop inter-rater reliability.

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

- MTSS District Training: Tier 1 and Tier 2
- SEL Curriculum- Caring Schools Community
- Behavior Matrix
- CPI Training
- Behavior Response Team
- Radios for communication
- Positive Behavior Reward System with prizes
- NWRPDP training modules for writing

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

1. Implementation Challenge: Lack of teachers to volunteer to serve on committees; time is always critical when our plates are already full, consistent communication of expectations for MTSS, parent communication barriers including method used to deliver information, lack of Tier 2 intervention strategies and classroom interventions for students who present new challenges.
2. Potential Solution: This process will take time, we will need to stay consistent with our MTSS training opportunities and our monthly meetings. We will seek assistance from the District Office and we will work together to develop and communicate a consistent message.

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

- District support for MTSS
- District support for Interventionist position
- Funding source to purchase reward system to support Positive Behavior program.



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 often need extra support in all the areas of the WIDA test.
- Support: ESL staff will work with teachers to participate in trainings and personalize the learning for their individual classroom teachers.

Foster/Homeless:

- Challenge: Many students who have inconsistencies in their living situations may have experienced trauma at some point in their lives.
- Support: Continue to learn and grow as a staff to help students who may respond to “typical” situations in a “non-typical” way.

Free and Reduced Lunch:

- Challenge: Many students who have inconsistencies in their living situations may have experienced trauma at some point in their lives.
- Support: Continue to learn and grow as a staff to help students who may respond to “typical” situations in a “non-typical” way.

Migrant:

- Challenge: Students who relocate often may have large learning gaps because they must continually readjust to new learning environments.
- Support: Continue to learn and grow as a staff to help students who may respond to “typical” situations in a “non-typical” way.

Racial/Ethnic Groups:

- Challenge: We need to do a deeper data dive into our MAP scores and SBAC to study each sub pop and group of students to look for gaps in areas that are not monitored through our current practices.
- Support: Time in PLCs to look deeper at school formative data and make additional adjustments if needed.

Students with IEPs:

- Challenge: Students with IEPs need extra time and support to work toward grade level mastery or mastery of their specific IEP goals and objectives in addition to support with behavior regulation.
- Support: Teachers are in need of additional training on behavior support and response to dysregulation.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth



- Chronic Absenteeism is 18.4% and the district average was 22.9%
- Nevada School Climate Data: Relationship School Results were 379, Above District (345) and State (363)
- Specific results in Cultural and Linguistic Competence, Physical Safety, Emotional Safety were all higher than the district average and the state average

- Social and Emotional Competence score was 62 for the school, below the district average at 70.
- Our Hispanic students scored lower than other sub-populations
- Specific areas of low scores for social and emotional competence
 - 50% of students find it difficult to know when their feelings are making it hard for them to focus.
 - 75% of students find it difficult to get through something even when they feel frustrated
 - 59% of students find it difficult to finish tasks even if they are hard
 - 48% of students find it difficult to be prepared for tests
 - 48% of students find it difficult to think about what might happen before they make a decision.
- Student Engagement Indicator (3/10 points earned)

Problem Statement: For the 2021-2022 school year our Chronic Absenteeism rate was 18.4%. Our current rate for the 22-23 school year is 6%.

Critical Root Causes of the Problem:

- Families and students have been at home for long periods of time during the last two years and we have been trained to stay home if there is any suspicion of illness. Students and families are experiencing socialization difficulties and possibly mental health issues which may be prohibiting them from coming to school on a regular basis.

Connectedness

School Goal: Mark Twain Elementary School will have a Chronic Absenteeism rate below 15% throughout the school year.

Formative Measures:

- District support for MTSS

Aligned to Nevada’s STIP Goal:

STIP Goal 1 STIP Goal 2



- District support for Interventionist position
- Funding source to purchase reward system to support Positive Behavior program.

STIP Goal 3 STIP Goal 4

STIP Goal 5

STIP Goal 6

Improvement Strategy: Students will participate in a full year of Caring Schools Community Social Emotional Curriculum.

Evidence Level: Level 3:

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Caring_School_042307.pdf

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

- Students are actively engaged in the SEL lessons on a daily basis.
- Teachers are teaching the SEL lessons on a daily basis.
- Students will work collaboratively to identify and solve problems within the classroom and the greater school environment
- Students will participate in cross age relationships that create a school wide climate of trust
- Develop additional lessons and materials for direct instruction.

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

- School wide pacing guide for SEL lessons
- Teachers are in partnerships for instruction (75%)
- School wide observations of SEL lessons for consistency and fidelity

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

- Implementation Challenge: Consistent time set aside for SEL (Daily from 8:25-8:45)
Growing need for Tier 2 interventions which may take some of our teaching partnerships away
Consistent time set aside for SEL (Daily from 8:25-8:45)

Lead: Who is responsible for implementing this strategy?

School Social Worker for plans and curriculum map and Admin for observations



- Potential Solution: Continue working on our daily schedule and make decisions based on the input of team members.

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

- Funding for MTSS monthly meetings
- Funding for updated SEL curriculum materials and training

Improvement Strategy: Celebrate students' perfect attendance quarterly as well as increase communication with parents/families of students who are struggling with attendance as grouped in 5 days, 10 days, 15 days and beyond.

Evidence Level: Level 1:

<https://www.air.org/project/can-texting-parents-improve-attendance-elementary-school-test-adaptive-messaging-strategy#:~:text=Key%20Findings&text=The%20messaging%20lowered%20the%20expected,3.5%20to%207.3%20percentage%20points>.

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

- Create quarterly celebration opportunities for students who achieve perfect attendance for the quarter.
- Create a competition with weekly attendance awards.
- Create a data collection plan for daily absences who are in the chronically absent category.
- Increase communication with parents when students are absent from homeroom teachers. ParentSquare can be a resource for teachers.
- Send weekly attendance letters for the 5,10,15, + absences. (Verify that this in ANY absence)
- Parent outreach to highly encourage doctor's notes for all appointments.
- Monthly review of school attendance data by VP and SSW followed by parent contact.
- Attendance data will be shared with MTSS team.

Lead: Who is responsible for implementing this strategy?

MTSS Team Lead and Vice Principal



- Site based Student Attendance Review Board (SARB) will be developed for students who are trending toward being chronically absent.

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

- Funding for "Attendance Celebrations" and competitions.
- Planning for "Attendance Celebrations" and competitions.
- Additional Staff to track student absences
- Additional staff for SARB meetings
- Parent Outreach for doctor's notes

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

Implementation Challenge:

- Additional hours taken on by staff increases work load in an already stressed system and change the culture of the community to value school attendance.

Potential Solution:

- Continue working with staff members and parents to build a system where attendance is supported. This may mean personal phone calls and meetings such as the site based review board.

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

- Funding for "Attendance Celebrations"

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: ESL student attendance is _____.
- Support: Staff will continue to learn about culturally relevant teaching and work with families to break down barriers so students will



feel school is meaningful and engaging.

Foster/Homeless:

- Challenge: Many students who have inconsistencies in their living situations may have experienced trauma at some point in their lives.
- Support: Continue to learn and grow as a staff to help students who may respond to “typical” situations in a “non-typical” way. Work with families to break down barriers so students will feel school is meaningful and engaging.

Free and Reduced Lunch:

- Challenge: Many students who have inconsistencies in their living situations may have experienced trauma at some point in their lives.
- Support: Continue to learn and grow as a staff to help students who may respond to “typical” situations in a “non-typical” way and work with families to break down barriers so students will feel school is meaningful and engaging.

Migrant:

- Challenge: Students who relocate often may have large learning gaps because they must continually readjust to new learning environments.
- Support: Continue to learn and grow as a staff to help students who may respond to “typical” situations in a “non-typical” way and work with families to break down barriers so students will feel school is meaningful and engaging.

Racial/Ethnic Groups:

- Challenge: We need to do a deeper data dive into our MAP scores to study each sub pop and group of students to look for gaps in areas that are not monitored through our current practices.
- Support: Time in PLCs to look deeper at school formative data and make additional adjustments if needed.

Students with IEPs:

- Challenge: Students with IEPs need extra time and support to work toward grade level mastery or mastery of their specific IEP goals and objectives in addition to support with behavior regulation.
- Support: Teachers are in need of additional training on behavior support and response to dysregulation. SPED teachers will continue to work with families to break down barriers so students will feel school is meaningful and engaging through monthly reporting, parent teacher conferences and annual IEPs.



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/Teacher Meet & Greet</i>	<i>8/12</i>	1. This event was well attended. Parents really wanted to see the teachers and talk with them. Discussion about combining this event with our Back to School Night event as well.
<i>Back to School Night</i>	<i>8/31</i>	1. This event was also well attended. Parents and teachers enjoyed the event and as mentioned above, there was discussion about combining this with the meet and greet.
<i>Fall Carnival</i>	<i>9/16</i>	1. Great parent engagement event!
<i>iCan Meeting</i>	<i>9/29, 10/20</i>	1. We are struggling to get parents to come to these meetings. Those who are there love the learning and the content but we need to find a way to encourage more attendance. Possibly send flyers home with students.
<i>Monster Mash Family Dance</i>	<i>10/21</i>	1. This is another great parent event-
<i>Parent/Teacher Conferences</i>	<i>10/25- 10/27</i>	1. Conferences were very well attended. Teachers went above and beyond to meet with families according to their needs. We had before school meetings, after school meetings and evening meetings.