Washoe County School District

Michael Inskeep Elementary School

2024-2025 School Performance Plan

Classification: 2 Star School

Mission Statement

At Michael Inskeep Elementary, our school community strives to ensure ALL will RISE academically and personally in a positive and inclusive learning environment through high expectations, rigorous and essential instruction while collaboratively creating meaningful relationships to cultivate independent life-long learners.

Vision

Eagles RISE as one.

Value Statement

Nevada Report Card

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/washoe/michael_inskeep_elementary_school/2024.*

Table of Contents

Comprehensive Needs Assessment

Student Success

Student Success Summary

Overall, on the ELA SBAC scores, we increased as a school from 38% proficient to 42% proficient. There was a large increase in the number of our multiracial group, who grew from 40% proficient to 67% proficient. Our FRL group also increased two years in a row from 23% in 2002 to 30% in 2023 and to 33% in 2024.

Overall, on the Math SBAC scores, we increased by 1%, however, our multiracial group increased from 40% proficient to 60% proficient and our FRL group increased from 26% proficient to 28% proficient.

Student Success Strengths

Students were exposed to more concrete math tools as a result of our Math PACT professional development we participated in last school year. We had more consistent academic vocabulary being used as well. We received funding through the CEIS grant to have a long-term sub who will provide consistent interventions for students.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day.   **Critical Root Cause:** As the year went on, a few grade levels were able to go through the whole PLC cycle to group students according to outlined success criteria after giving a CFA, reteaching, then re-assessing. However, this was not consistently done by each grade level. When reviewing overall data and specific grade level data for each grade, the subgroups are increasing but not the whole group.

Adult Learning Culture

Adult Learning Culture Summary

Staff were excited to continue building traditions in year 3 of being open and adjusting to meet the needs of our community better. As a collective group, we participated in consistent Math PLCs to increase the focus of concrete math tools, pre-teach strategies for success, and have consistent common formative assessments.

Adult Learning Culture Strengths

PLCs continued to grow and become tighter with collegiality, specific planning, and greater alignment across the classrooms. This was evidenced by using a common walk through form and regular feedback.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Professional Learning Communities were consistently implemented across all grade levels but moving through the 4 PLC questions was not consistent, especially in the last phase of regrouping, reteaching, and reassessing. **Critical Root Cause:** Building a common language with the staff has improved, but we need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. Teachers were feeling too much pressure to keep up with district pacing that it came at the expense of student learning. Our leadership team completed the process of adopting collective commitments to help address the pacing concerns.

Connectedness

Connectedness Summary

Our school has a solid foundation of implementing the PBIS matrix with more students being able to say what RISE stands for (Respect, Independence, Safety, and Encouragement). Last year, our PBIS committee added a technology portion to the matrix and this was well-received by the staff, students, and families. We also implemented an electronic version of giving out feathers, which is our token economy system. We could give a class feather or individual feathers to specifically acknowledge when students were demonstrating the expectations consistently. Our PBIS committee also spent a lot of time reviewing our acknowledgment matrix to ensure we are reaching more students. During this process, we had our Equity and Diversity Department complete a walk-through in May of 2024 to help identify areas for growth. Because of that work, we have outlined E&D support for the next school year to boost student voice and inclusiveness which is part of our mission statement.

Connectedness Strengths

We have a school-wide PBIS Matrix that has been taught whole school as well as by individual classrooms and students were regularly rewarded for following expectations.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Student voice is inconsistent between classrooms and grade levels and we need more opportunities for students to share their thoughts as well as include their interests in daily lessons.   **Critical Root Cause:** Students can easily become distracted when the adults do the majority of the talking and work. Students need to have more conversations with each other and to demonstrate their learning.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	We held a few parent meetings last year with less than 5 parents in attendance. However, when we have events, we have a large turnout of families. We have a lot of communication via Class Dojo and sending flyers home as well as Facebook and our school website.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	In talking with parents during our PTO (parent teacher organization) meetings, parents want information but not always to attend a meeting. Rather, they want to attend a virtual session, an event, or communicate directly with their child's teacher.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	Class Dojo has been our best form of family engagement along with the Parent Teacher Home Visit program. We would like to increase engagement with PTHV. This fall, instead of our traditional Open House we are going to have a Back to School Party with food trucks, classroom visits, booths for clothing swap/book swap/supply swap, vendors from the community, and music. The goal is to have teachers and families get to know each other in a less structured setting since our families enjoy an event style approach more.

Stakeholder Engagement Strengths

We have several families who love out attend our events (Boo Bash, BINGO Nights, Science Night, assemblies, Talent Show, etc.). We have found great strength in event type activities versus a focus on academic conversations which we are holding to two conference sessions in the year. A few of our families have actively participated in the Parent Teacher Home Visit program and love it! We want to expand this more. We are also going to adjust our Open House to a Back to School Party to increase fluid conversations with staff and families and between families to build more of an inclusive environment. We do have a problem with student attendance and when meeting with families, most of them do not realize the impact of taking vacation during non-break times.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1 (Prioritized): Student attendance rates continue to be problematic with several vacations throughout the year versus during break times. We would like to decrease our chronic absences to less than 10%. **Critical Root Cause:** Our families prefer to be more involved with events and scheduled conferences versus parent meetings about specific topics. They also take vacation when it suits their jobs versus the student calendar.

Priority Problem Statements

Problem Statement 1: Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day.

Critical Root Cause 1: As the year went on, a few grade levels were able to go through the whole PLC cycle to group students according to outlined success criteria after giving a CFA, reteaching, then re-assessing. However, this was not consistently done by each grade level. When reviewing overall data and specific grade level data for each grade, the subgroups are increasing but not the whole group.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Professional Learning Communities were consistently implemented across all grade levels but moving through the 4 PLC questions was not consistent, especially in the last phase of regrouping, reteaching, and reassessing.

Critical Root Cause 2: Building a common language with the staff has improved, but we need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. Teachers were feeling too much pressure to keep up with district pacing that it came at the expense of student learning. Our leadership team completed the process of adopting collective commitments to help address the pacing concerns.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Student voice is inconsistent between classrooms and grade levels and we need more opportunities for students to share their thoughts as well as include their interests in daily lessons.

Critical Root Cause 3: Students can easily become distracted when the adults do the majority of the talking and work. Students need to have more conversations with each other and to demonstrate their learning.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Student attendance rates continue to be problematic with several vacations throughout the year versus during break times. We would like to decrease our chronic absences to less than 10%.

Critical Root Cause 4: Our families prefer to be more involved with events and scheduled conferences versus parent meetings about specific topics. They also take vacation when it suits their jobs versus the student calendar.

Problem Statement 4 Areas: Stakeholder Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Section 504 data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Student Success: Students will increase their Tier I application of knowledge in reading and math. By the next state assessment, reduce the number of non-proficient students in reading and math by 10%. In ELA, reduce the number of non-proficient students by 14 and in Math, reduce the number of non-proficient students by 15.

Aligns with District Priority

Annual Performance Objective 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 70% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Evaluation Data Sources: iReady diagnostic results

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
Design standardized testing schedule to ensure that students are afforded the most conducive testing environment and that 100% of students complete the assessments.	**Jan**	**Apr**	**June**
Educate families on the Diagnostic Assessment and how they can help prepare their children before students are scheduled to take the assessment. Formally educate students on the purpose of the Diagnostic Assessment to motivate them to put forth their best effort. Students will complete a written pledge to do their best prior to each Diagnostic Assessment. Administration will conduct data chats with teachers after each Diagnostic Assessment. Math and ELA teachers will conduct data chats with students after each Diagnostic Assessment and develop goal(s) for growth. Create an incentive/reward system to recognize students meeting their growth target. Develop a system to adjust a student's Personalize Path when a Diagnostic Assessment score does not accurately reflect a student's ability.			
Formative Measures: Data chats, testing schedule, percentage tested, student pledge, Diagnostic Growth Report, Weekly Personalized Instruction Summary **Position Responsible:** Teachers, Dean, Counselor, and Principal **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Student Success 1			

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day.   **Critical Root Cause**: As the year went on, a few grade levels were able to go through the whole PLC cycle to group students according to outlined success criteria after giving a CFA, reteaching, then re-assessing. However, this was not consistently done by each grade level. When reviewing overall data and specific grade level data for each grade, the subgroups are increasing but not the whole group.

Goal 1: Student Success: Students will increase their Tier I application of knowledge in reading and math. By the next state assessment, reduce the number of non-proficient students in reading and math by 10%. In ELA, reduce the number of non-proficient students by 14 and in Math, reduce the number of non-proficient students by 15.

Annual Performance Objective 2: Students will participate in ORF, PSI/QSI, and Sight Words 3x/year and tracked on our internal data sheets.

    Evaluation Data Sources: Grade level and teacher data sheets

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's	**Status Check**		
Establish a consistent process and calendar how and when teachers will convene to review lesson passage rates, usage minutes, and growth/performance movement by student group.	**Jan**	**Apr**	**June**

Develop data points and criteria to use to prioritize students who need additional instruction and/or intervention, and the criteria to use to exit students from additional supports.
Provide professional learning focused on the use of data collections resources.
    Formative Measures: Data sheets for every classroom organized by grade level
    Position Responsible: Teachers, Dean, Counselor, and Principal
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
     - **Evidence Level:**
    Moderate
    Problem Statements/Critical Root Causes: Student Success 1			

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Annual Performance Objective 2 Problem Statements:

Student Success
Problem Statement 1: Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day.   **Critical Root Cause**: As the year went on, a few grade levels were able to go through the whole PLC cycle to group students according to outlined success criteria after giving a CFA, reteaching, then re-assessing. However, this was not consistently done by each grade level. When reviewing overall data and specific grade level data for each grade, the subgroups are increasing but not the whole group.

Goal 1: Student Success: Students will increase their Tier I application of knowledge in reading and math. By the next state assessment, reduce the number of non-proficient students in reading and math by 10%. In ELA, reduce the number of non-proficient students by 14 and in Math, reduce the number of non-proficient students by 15.

Annual Performance Objective 3: One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 70% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Evaluation Data Sources: iReady diagnostic results

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: iReady		**Status Check**		
Design standardized testing schedule to ensure that students are afforded the most conducive testing environment and that 100% of students complete the assessments.		**Jan**	**Apr**	**June**

Educate families on the Diagnostic Assessment and how they can help prepare their children before students are scheduled to take the assessment.
Formally educate students on the purpose of the Diagnostic Assessment to motivate them to put forth their best effort.
Students will complete a written pledge to do their best prior to each Diagnostic Assessment.
Administration will conduct data chats with teachers after each Diagnostic Assessment.
Math and ELA teachers will conduct data chats with students after each Diagnostic Assessment and develop goal(s) for growth.
Create an incentive/reward system to recognize students meeting their growth target.
Develop a system to adjust a student's Personalize Path when a Diagnostic Assessment score does not accurately reflect a student's ability.
 	
    Formative Measures: Data chats, testing schedule, percentage tested, student pledge, Diagnostic Growth Report, Weekly Personalized Instruction Summary
 	
    Position Responsible: Teachers, Dean, Counselor, and Principal
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - **Evidence Level:**
    Promising
    Problem Statements/Critical Root Causes: Student Success 1				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Annual Performance Objective 3 Problem Statements:

Student Success

Problem Statement 1: Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day.   **Critical Root Cause**: As the year went on, a few grade levels were able to go through the whole PLC cycle to group students according to outlined success criteria after giving a CFA, reteaching, then re-assessing. However, this was not consistently done by each grade level. When reviewing overall data and specific grade level data for each grade, the subgroups are increasing but not the whole group.

Goal 2: Adult Learning Culture: 100% of all certified staff will actively participate in ongoing professional learning focused on Teacher Clarity, Equity and Diversity, and year two of Math PACT focused on creating alignment with problem-solving and using concrete math tools.

    Aligns with District Priority

Annual Performance Objective 1: Staff will actively participate in 4 sessions with Equity and Diversity to increase student voice and interest in lessons.

    Evaluation Data Sources: Classroom walk through form monthly

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: Student Voice		**Status Check**		
All staff will participate in the August, October, November, and January professional learning sessions with E&D measured by agendas, sign-in sheets, and feedback from staff.		**Jan**	**Apr**	**June**
Formative Measures: Walk though forms, Microsoft Forms				
Position Responsible: Principal and Dean				
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Strong **Problem Statements/Critical Root Causes:** Adult Learning Culture 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Professional Learning Communities were consistently implemented across all grade levels but moving through the 4 PLC questions was not consistent, especially in the last phase of regrouping, reteaching, and reassessing. **Critical Root Cause**: Building a common language with the staff has improved, but we need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. Teachers were feeling too much pressure to keep up with district pacing that it came at the expense of student learning. Our leadership team completed the process of adopting collective commitments to help address the pacing concerns.

Goal 2: Adult Learning Culture: 100% of all certified staff will actively participate in ongoing professional learning focused on Teacher Clarity, Equity and Diversity, and year two of Math PACT focused on creating alignment with problem-solving and using concrete math tools.

Annual Performance Objective 2: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

    Evaluation Data Sources: Walk Through Form and Microsoft Forms

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLC's		**Status Check**		
Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook.		**Jan**	**Apr**	**June**
Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.				
Formative Measures: PLC agendas, lesson plans, formative assessment data				
Position Responsible: Principal and Dean				
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Moderate				
Problem Statements/Critical Root Causes: Adult Learning Culture 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Annual Performance Objective 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: Professional Learning Communities were consistently implemented across all grade levels but moving through the 4 PLC questions was not consistent, especially in the last phase of regrouping, reteaching, and reassessing.   **Critical Root Cause**: Building a common language with the staff has improved, but we need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. Teachers were feeling too much pressure to keep up with district pacing that it came at the expense of student learning. Our leadership team completed the process of adopting collective commitments to help address the pacing concerns.

Goal 3: Connectedness: We will meet our goal of meeting with 20 student families for the Parent Teacher Home Visit program and decrease our chronic absence rate.

    Aligns with District Priority

Annual Performance Objective 1: We will have 50% of our staff trained in the Parent Teacher Home Visit Program.

    Evaluation Data Sources: Sign in sheets and data tracking with our PTVP Champion

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Home Visits				**Status Check**		
Send community messages via Class Dojo and a paper sign up to elicit more family engagement.				**Jan**	**Apr**	**June**
Formative Measures: Class Dojo posts and ConnectEd Reports						
Position Responsible: PTHV Champion						
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Strong						
Problem Statements/Critical Root Causes: Connectedness 1						
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Student voice is inconsistent between classrooms and grade levels and we need more opportunities for students to share their thoughts as well as include their interests in daily lessons. **Critical Root Cause**: Students can easily become distracted when the adults do the majority of the talking and work. Students need to have more conversations with each other and to demonstrate their learning.

Goal 3: Connectedness: We will meet our goal of meeting with 20 student families for the Parent Teacher Home Visit program and decrease our chronic absence rate.

Annual Performance Objective 2: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 4% when compared to the 23-24 percent identified as chronically absent.

    Evaluation Data Sources: Daily attendance checks, ASRs, BIG reports, sending letters, having meetings with families

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement	**Status Check**		
Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child' attendance. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Conduct home visits for students who are at risk of chronic absenteeism. Offer opportunities for parents/guardians to become involved in the community through volunteering.	**Jan**	**Apr**	**June**

Formative Measures: Attendance records, event attendance, home visit data, individualized attendance plans for students with 3+ absences.
    Position Responsible: Clerk, Secretary, Counselor, Dean, Teachers, and Principal
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
     - **Evidence Level:**
    Moderate
    Problem Statements/Critical Root Causes: Connectedness 1			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Annual Performance Objective 2 Problem Statements:

Connectedness
Problem Statement 1: Student voice is inconsistent between classrooms and grade levels and we need more opportunities for students to share their thoughts as well as include their interests in daily lessons. **Critical Root Cause**: Students can easily become distracted when the adults do the majority of the talking and work. Students need to have more conversations with each other and to demonstrate their learning.