

Washoe County School District

Marvin Picollo Elementary School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:

Title I
CSI

Mission Statement

Marvin Picollo School – where we strengthen our students’ abilities by providing an individualized standards-based functional academic experience, leading to independence, self-determination, and a fulfilled quality of life!

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 https://nevadareportcard.nv.gov/DI/nv/washoe/marvin_picollo_elementary/2024

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Comprehensive Needs Assessment

Revised/Approved: June 12, 2024

Student Success

Student Success Summary

Adaptations are key for successful implementation of curriculum and student growth. Continued work to support all students from Pre-k to transition. Consistency of presentation from class to class as student age and move up grade levels. This is an essential component for all other areas of learning, student success in reading skills will lead to other growth across academic, functional, and vocational skills.

Student Success Strengths

Implementation of curriculum in most classrooms

IEP goals/objectives aligned to grade level NVCS Connectors in most IEPs

Student progress towards IEP objectives - increased independence, decreased level of support

Increased student participation in the NAA

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Need for increased student progress on ELA goals/objectives leading to increased performance on NAA. **Critical Root Cause:** Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction

Adult Learning Culture

Adult Learning Culture Summary

Teachers learned to collect data, analyze data, and use data-based decision making rules to inform instruction. Teachers note that more coaching is needed along with clear accountability. Education Support Staff required more training and regular follow-up. Teachers want to develop strategies for increased collection methods, data sheets in various locations, on the go, use of irregular methods.

Adult Learning Culture Strengths

Inclusion of ESPs in all professional learning opportunities

Specialized PL for ESPs

Implementation of data expectations in most classrooms, evidenced by data upload to EdPlan and IEP PLOPs

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Staff need training (including ESPs) on Math Curriculum to include how to make accessible for all students. **Critical Root Cause:** Time constraints, loss of PD time, overextended staff, classified staff turnover, staffing vacancies, inaccessible curriculum out of box

Connectedness

Connectedness Summary

Connections were made with Marce Herz, Lenz, and Bishop Manogue. Marce Herz leadership participated in student activities on Picollo campus. Lenz choir came to Picollo to sing at the winter holidays for the Picollo student body.

Connections made to outside community agencies, RAVE, Alpha Productions, Choices, SRC, AFAN, TMCC, UNR. Picollo students began vocational training opportunities at I Hop and Texas Roadhouse. Students from TMCC and UNR coming into fulfill program requirements, practicum hours in classrooms, ABA training, and volunteer opportunities.

Arts For All Nevada came into the school to provide art lessons to students in visual arts. Additionally, they provided art lessons and engagement activities for families on a Saturday family engagement event to celebrate the winter season and holidays. Families came to Picollo to engage with their Picollo student and other family members in three different art activities and enjoy pizza and treats.

Sierra Regional Center came to the school to meet with parents at drop off and pick up on two separate dates. They shared information on their service across the age range and helped families with how to get connected with an SRC case worker.

TOSA created a family resource binder and updated resource center in meeting room.

Connectedness Strengths

- variety of connections for students and families
- resources updated
- traditional schools supporting reverse inclusion opportunities
- local higher education providing extra supports for students on campus

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers **Critical**
Root Cause: * COVID isolation, reduced services * Family supports for childcare, transportation, interpretation, etc.

Priority Problem Statements

Problem Statement 1: Need for increased student progress on ELA goals/objectives leading to increased performance on NAA.

Critical Root Cause 1: Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction

Problem Statement 1 Areas: Student Success

Problem Statement 2: Staff need training (including ESPs) on Math Curriculum to include how to make accessible for all students.

Critical Root Cause 2: Time constraints, loss of PD time, overextended staff, classified staff turnover, staffing vacancies, inaccessible curriculum out of box

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers

Critical Root Cause 3: * COVID isolation, reduced services * Family supports for childcare, transportation, interpretation, etc.

Problem Statement 3 Areas: Connectedness

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 - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Homeless data
- Foster

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Violence and/or violence prevention records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School leadership data
- Teacher retention
- Teacher evaluation

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

- Master schedule
- Course offerings
- Study of best practices

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: By the next school year students will increase criteria on ELA goals/objectives through the consistent exposure and access to grade appropriate ELA curriculum including literary and informational text

Evaluation Data Sources: Individualized progress reports, progress monitoring data, IEP present levels of performance

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: * Attainment Standards Based Curriculum * Providing materials at symbolic level * Use of EBPs embedded in curriculum and used to reteach concepts Formative Measures: Individualized progress reports, progress monitoring data, IEP present levels of performance Position Responsible: Teachers 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: Student Success 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Need for increased student progress on ELA goals/objectives leading to increased performance on NAA. Critical Root Cause: Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: By the next school year, staff will implement Math curriculum and EBPs for Math instruction to include student progress monitoring through the use of data-based decision-making .

Evaluation Data Sources: Observation, Autism Low Incidence Observation Tool

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: * Math Instructional Coach * Long-term sub support * Attainment Hands-on Math Curriculum * School-wide professional learning using a BST model Formative Measures: Math coach schedule, training feedback, ALCOT Position Responsible: Principal, Dean, Instructional Coach 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	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Staff need training (including ESPs) on Math Curriculum to include how to make accessible for all students. Critical Root Cause: Time constraints, loss of PD time, overextended staff, classified staff turnover, staffing vacancies, inaccessible curriculum out of box

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: By the next school year, teachers will increase direct connections with families and the community, through integrated experiences leading to greater independence in post-secondary opportunities.

Evaluation Data Sources: PTHV data, website visits, community-based instruction schedule, family engagement events schedule

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: * Parent Teacher Home Visits * Regular communication - welcome calls, email, website, home notes * School partnerships: Galena, Herz * Community Based Instruction * Music/Art events in school & community Formative Measures: PTHV data, communication logs, reverse inclusion schedule, comprehensive campus visits, CBI schedule, family engagement event feedback Position Responsible: Social Worker, Transition teachers, APE & Music teachers, 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: Connectedness 1	Status Check		
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Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers Critical Root Cause: * COVID isolation, reduced services * Family supports for childcare, transportation, interpretation, etc.